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ABSTRACT

This document summarizes the history and results of a programmatic effort at Kent State University (Ohio) to develop and implement interdisciplinary Competency Based Personnel Preparation programs oriented to the education of practitioners and leadership personnel in the transition of youth and adults with special needs to the world of work. It describes 20 years (1974 to 1994) of research that sought to validate the importance of practitioner competencies related to transition, using the perceptions of field-based personnel in special education, vocational education, and rehabilitation counseling. The competencies were then used in developing preservice and inservice training programs for interdisciplinary transition practitioners from undergraduate to doctoral levels in special education, vocational education, and rehabilitation counseling. The research was also used to facilitate program and coursework access by students through the use of Individualized Career Development Plans. Appendices comprise over three-fourths of the document and include: a summary of the COED (Comprehensive Occupational Education Development) Program and Project SAVE (Special and Vocational Education); competency taxonomy development and coding scope notes; a master list of all competencies by respondent group; a sample Individualized Career Development Plan; sample competency survey instruments; summaries of responses by teacher and coordinator groups; and a 74-item listing of Kent State transition studies published or presented at conferences. (Contains 35 references.) (JDD)

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Twenty Years. . .

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Twenty Years of Research & Development on Practitioner
Competencies Related to Transition

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Twenty Years. . .

Twenty Years of Research & Development on Practitioner
Competencies Related to Transition

ABSTRACT

This document describes twenty years ('74 to '94) of effort at Kent State University (KSU) to validate, using the perceptions of field based personnel in Ohio, the importance of practitioner competencies related to transition. The practitioner respondent groups included: SPECIAL EDUCATORS; junior/senior high teachers of mildly retarded youth; school-work coordinators and their supervisors; SPECIAL NEEDS VOCATIONAL EDUCATORS; Occupational Work Adjustment (OWA) and Experience (OWE) coordinators; Mainstream Vocational Educators: teachers of Trade and Industry; Vocational Agriculture; Business and Office Education; Distributive (marketing) Education; and Vocational Home Economics and REHABILITATION COUNSELORS. There were over 200 competency statements presented to one or more of the above groups.

These studies were used to obtain funding and to develop interdisciplinary transition practitioners pre and in service training programs for the undergraduate through the masters and doctoral level in Special Education, Vocational Education and Rehabilitation Counseling. Documents used to plan student programs; lists of all competencies and summaries of the results of statistical contrasts are included.

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Twenty Years. . .

Twenty Years of Research & Development on Practitioner
Competencies Related to Transition

Preface and Acknowledgements

This document serves to present information relevant to the conduct of Research and Development (R&D) efforts at Kent State University (KSU) designed to supply a base for interdisciplinary pre-inservice training of transition practitioners in Special Education, Vocational Education and Rehabilitation Counseling during the period from about 1974 through 1994. What is reported here is but one strand in a complex matrix of collaborative efforts at KSU.

Drs. Boggess and Adams contributed greatly to these efforts while they were doctoral students under my advisorship. Dr. Adams conducted the statistical analyses and interpreted them in addition to working on the transition competency taxonomy. Dr. Boggess conducted the EMR teacher and VOSE "mainstream" coordinator studies; as well as a study of Vocational Evaluators.

A number of other doctoral students contributed to this effort. Among these were Eldon Reiboldt, Sara Lukese, Deborah Shama, Paul Rubinic, Lorraine Morrison, Dona Yoho, Tony Zych and Art Merchant (deceased).

Mrs. Alice Speilberg served as the project secretary for over sixteen years of funding and several years without it. Her contribution was invaluable and her steadfast dedication was inspirational.

Ms. Barbara Vedder and Gloria Conn of the Wayne County (MI) Intermediate School District were most helpful and supportive.

Charles Nichols, former Chair of the Vocational Education Department offered support for several years and Leonard Albright stimulated this effort and directed the original study. Alice Darr, Brent Wolf and many other members of

Twenty Years. . .

KSU's Vocational Education faculty supported the efforts.

In Special Education and Rehabilitation R. "Pete" Flexer was intimately involved with these efforts. He focused on transition programming for youth and adults with moderate and severe deficits.

Martha Walker, Rita Myers and Gary Cusick, all of the Kent State Rehabilitation Counseling Program contributed in various ways. Dr. Phil Safford, as Chair of the Special Education offered continuing support as did Dean J. R. Whitmore.

A number of OESRs grants supported these efforts as did grants from other sources such as the Ohio Board of Regents and Kent State University.

I offer my heartfelt thanks to all who supported these efforts.

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Twenty Years of Research & Development on Practitioner Competencies Related to Transition

Purpose

The purpose of this report is to summarize the history and results of a programmatic effort, at Kent State University, to develop and implement interdisciplinary Competency Based Personnel Preparation (CBPP) programs oriented to the education of practitioner and leadership personnel with expertise in the transition of youth and adults with special needs to the world of work. We will describe but one "strand" in a complex and multi-faceted research and development effort and the reader must understand that many other parallel efforts were underway at Kent State to develop articulated, interdisciplinary transition training programs across Special Education (SPED), Vocational Education (VOED) and Vocational Rehabilitation (VO RHAB) Counseling.¹

Kent State University (KSU) had programs in all three of the above areas prior to this effort. But, as was typical, there was little articulation across them. Occasionally, graduates of KSU's SPED or VOED undergraduate programs would cross-train in a masters program in the other area, or into VO REHAB but little was done to facilitate such interdisciplinary work and, in the field, students often encountered many disincentives to doing so due to professional chauvinism and regulatory road blocks.

¹ This includes major efforts by Charles Nichols, Chair and Leonard Albright in Vocational Education; Martha Walter, Rita Myers and Gary Cusick in Vocational Rehabilitation; R. "Pete" Flexer and several of his doctoral students who developed programs for the education/habilitation of youth with moderate and severe disabilities and Robert Cantrell, Visiting Research Professor, who coordinated a major Academic Challenge Grant awarded by the Ohio Regents to the SPED and VO RHAB programs, College of Education, Kent State University.

The basic plan of the work herein described was to:

- (1) Validate, according to the percepts of experts and field-based personnel in many fields and settings, the importance of a pool of professional competencies related to transition;
- (2) Map the important competencies onto the VOED, SPED and VO RHAB programs at KSU;
- (3) Using the above data, facilitate the articulation and refinement of the undergraduate and graduate programs in the three areas; and
- (4) Facilitate program and coursework access by students through the use of Individualized Career Development Plans (ICDPs).

This effort received extensive support from the Office of Special Education and Rehabilitation Services (OSERS) as well as help from the Ohio Board of Regents, the Ohio Department of Education, and from Kent State University.

Several parallel and related efforts involved the conduct of VOED Mainstreaming Workshops and Courses through Project SAVE (Special and Vocational Education), which was the first major OSERS funded transition effort. These workshops were oriented around a set of "training" competencies (to be differentiated for the field-validated "Professional" [terminal] competencies described herein). Project SAVE, the COED Plan and the approach taken in the workshops is described in Appendix A.

Another effort involved the development and use of an attitude survey designed to elicit the views of special and vocational educators about persons with disabilities and about mainstreaming in vocational education. We also developed a model for estimating the kinds of jobs available to youth with EMR using the DOT.

Still another thrust involved the development of a process of formulating

Individual Vocational Education Plans (IVEPs) for mainstream VOED programs by tying VOED program short and long term "target jobs" to the Dictionary of Occupational Titles and to the associated worker trait data.²

Background

Introduction

A number of writers and researchers have stressed the importance of competency based education in special and vocational education and vocational rehabilitation. This effort is important because (1) the employment problems of handicapped (and other special needs) youths are of crisis proportions nationally; (2) the crisis is due, in part, to the lack of integration of SPED, VOED, and Vo RHAB service delivery models, which is due, in part to (3) the lack of the ability to integrate interdisciplinary preparation of teachers counselors, and coordinators who are responsible for transitioning handicapped youth from school to work.

At the time of the beginning of the COED effort, Abbas and Sitlington (1976) had garnered a good deal of the relevant literature on Competency Based Teacher Education (CBTE). An extended summary of the works cited by Abbas and Sitlington (1976) should serve to set the stage for the state of the art at that time.

Schmieder (1973) outlined the CBTE movement in the United States. CBTE offers:

1. sharper focus on objectives
2. individualization of the responsibility for learning
3. more attention to individual differences
4. individual assessment and feedback
5. more effective integration of theory and practice

² Readers interested in the attitude instrument and the EMR job estimation or IVEP processes are advised to contact the senior author of this paper.

6. evaluation focuses not only on what the learner knows, but how he performs.
7. the changing role of the teacher from dispenser of knowledge to enabler of learning.
8. satisfaction with preparation of program for both student and teacher.

Phelps, Evans, Abbas and Frison (1976) cited Elam's five essential elements of Competency Based Education (CBTE):

1. Competencies are role derived, stated behaviorally and public.
2. Assessment criteria are competency based, public and specify mastery levels.
3. Assessment accounts for knowledge but stresses performance.
4. Progress depends upon competency.
5. An instructional program facilitates the development and evaluation of specific competencies.

Medley, Soar & Soar (1975) in their monograph dealt with the need and method of handling the assessment of CBTE programs. They suggested that assessment should be done at four separate points in the educational process:

1. teacher training
2. teacher performance
3. pupil behavior
4. pupil outcomes

The CBTE approach can be used for many functions. For example, Houston, et al. (1973) presented an annotated, indexed listing of instructional materials using teacher competencies. The list of competency categories is as follows:

ASSESSING AND EVALUATING STUDENT BEHAVIOR

- Selecting assessment instruments
- Designing and developing assessment instruments
- Collecting and quantifying data
- ★ • Diagnosing student difficulties or abilities
- Summarizing and interpreting data
- Involving students in self-evaluation
- Diagnosing student affective characteristics

PLANNING INSTRUCTION

- Selecting and specifying goals, aims, and objectives
- Selecting instructional strategies
- Organizing students
- Selecting or developing materials and activities
- Collaborating with others in planning
- Developing procedures and routines
- Evaluating instruction and instructional design

CONDUCTING AND IMPLEMENTING INSTRUCTION

- Structuring; establishing rapport and providing atmosphere
- Motivating and reinforcing students; providing for feedback
- Conducting discussion and small group activities
- Individualizing instruction and conducting individual activities
- Presenting information and giving directions
- Utilizing deductive, inductive thinking or problem-solving
- Questioning and responding
- Utilizing audio-visual equipment and aids (resources)

PERFORMING ADMINISTRATIVE DUTIES

- Supervising aides, tutors, etc.
- Arranging physical environment
- Establishing and maintaining procedures and routines
- Maintaining records
- Organizing materials

COMMUNICATING AND INTERACTING

- Conferring with parents
- Counseling students
- Representing school and school programs
- Involving others in the school program
- Establishing and maintaining professional relationships

DEVELOPING PERSONAL SKILLS

- Accepting self
- Evaluating self
- Planning for self-improvement and improving self
- Accepting responsibility
- Developing subject-related skills
- Accepting others
- Solving problems

DEVELOPING PUPIL SELF

- Developing pupil self-concept
- Developing pupil social interaction skills
- Developing pupil learning to learn skills
- Developing pupil acceptance or responsibility

- Developing pupil attitudes and values

The Houston et al. (1973) work and the Albright et al. (1975) study had a major influence on the KSU transition competency pool and the taxonomy developed to organize it.

* Other major efforts cited by Abbas and Sitlington (1976) that related directly to vocational education in general and to special needs VOED are described below.

Cotrell et al. (1972) identified 390 competencies (and associated criteria) for vocational education teachers and coordinators and organized them into the following ten areas:

1. program planning, development and evaluation
2. planning of instruction
3. execution of instruction
4. evaluation of instruction
5. management
6. guidance
7. school-community relations
8. vocational student organizations
9. professional role and development
10. coordination

* Hackett (1974) developed training materials for vocational educators organized around the following competency clusters:

1. program planning
2. guidance activities
3. instructional planning
4. execution of instruction

5. evaluation of instruction
6. coordination
7. youth organizations
8. operational activities
9. public relations
10. professional role
11. program evaluation

Cook (1972) presented the basic competencies (according to the faculty at Wayne State University) needed by the pre-service teacher vocational education. The competencies are divided into seven parts:

1. plan
2. instruct
3. evaluate
4. guide
5. manage
6. public and human relations
7. professional role

Nielson, Johnson and Frank (1975) identified the teacher competencies needed to develop valid and effective occupational learning experiences for students with EMR. They identified 74 competencies which fall into the following areas:

1. identifying jobs appropriate for the EMR student
2. task analyzing and detailing specific job content
3. developing concrete learning experiences
4. placing emphasis on student needs
5. using classroom management techniques to provide for individually

paced instructional activities

The responsibilities of the School-Work (S-W) teacher-coordinator, according to Freeland (1969) were defined as:

1. Providing systematic classroom instruction.
- + 2. Planning an instructional program.
3. Reviewing case histories and results of appropriate tests.
4. Selecting and devising instructional techniques, materials, and equipment.
5. Surveying business, schools, and industry for job sites.
6. Providing suitable job placement for students.
7. Interviewing prospective employers.
8. Preparing student for job interviews and for the world of work.
9. Locating, preparing, and utilizing training materials.
10. Supervising students on job sites.
11. Distributing, collecting, evaluating, and utilizing work progress reports.
12. Correlating work experience and training in the classroom.
13. Making referrals to community agencies when required.
14. Keeping accurate work-study records.
15. Providing individual and group counseling.
- + 16. Providing for parent conferences and meetings.
17. Providing a "school-public information" plan for the program.
18. Preparing periodic reports, evaluations, and recommendations.
19. Maintaining close lines of communication with personnel concerned with the program.
20. Preparing and submitting work study-payroll for students when requested.

21. Maintaining effective public relations.

Research findings reported by Brolin and Thomas (1972) were used as to develop a Bachelor's level training program designed to prepare a teacher who would:

- (1) Develop, teach, and evaluate an individualized curriculum consisting of the following:
 - a) Social and vocationally-related academics (e.g., communications, mathematics, social science, driver's education)
 - b) Remedial students
 - c) Instruction in work habits development, work skills, manual abilities, activities of daily living (cooking, sewing, managing a home, purchasing, raising a family, leisure activities, civic responsibilities, etc.)
 - d) Vocational evaluation procedures and techniques (e.g., interest and aptitude tests, job samples, work tasks, situational assessments, on-the-job evaluation)
 - e) Behavior modification and other adjustment approaches. Devise a learning (or engineered) classroom setting using psychological and skill training techniques to improve performance and learning.
 - f) Vocational training and skill development experiences (e.g., industrial arts, homemaking, etc.)
 - g) School and community work-experience.
- (2) Coordinate the special education program with:
 - a) Regular classroom teachers
 - b) Vocational Rehabilitation

- c) Employment Service
 - d) Social Services
 - e) Sheltered workshops
 - f) Industry and other employment sources.
- +
- (3) Analyze the employment opportunities available for special education students and devise a plan for assisting students in securing employment utilizing:
- a) Dictionary of Occupational Titles, Guide to Jobs for the Mentally Retarded, Minnesota Occupational Adjustment Patterns (OAPs), etc.
 - b) Manpower reports
 - c) Employment Service information
 - d) Community surveys
- (4) Write vocational evaluation reports and recommendations.
- (5) Conduct follow-up activities on former students and provide assistance when necessary.
- (6) Conduct public relations activities.
- (7) Recognize and identify organizations which can assist the retarded.

Younie (1966) stated that the successful teacher is not only an educational diagnostician with a command of both formal and informal testing techniques, but also should the following qualities:

- +
- 1. knows what curriculum development means
 - 2. knows many educational techniques from the development and remedial methodologies
 - 3. can differentiate between short and long-range instructional goals
 - 4. recognizes that the community is the classroom

5. has clearly defined his teaching responsibilities and attempts to develop other services to relieve him or wearing "many hats"
6. is aware of research findings which might be helpful in the instructional role.

Younie (1966) also suggested that a successful teacher preparation program include:

1. Courses and field experiences which give him (sic) a thorough knowledge of retardation with specific emphasis on its effect on the child's self-concept and development, its effect on the child's family, and the place of mental retardation in the dynamics of our social structure.
2. Training which provides insights into the psychological development of normal and retarded adolescents.
3. A study of the adult adjustment of the retarded.
4. Considerable course work and field experience in counseling and guidance techniques with special emphasis on referral procedures.
5. Study of tests and other educational diagnostic techniques. Consideration will be given to their administration and interpretation.
6. Exposure in depth to job analysis, occupational information, and other subject material which will assist the teacher in making job placements and in gaining feedback for use in curriculum development.
7. Considerable study of the philosophy and technique of building a curriculum for the school-work-study program.
8. Courses in public speaking, public relations, and similar topics which will assist the teacher to fulfill his appointed role in community relations.
9. Activities in the area of research designed to make the teacher aware of

reasonable problems and to provide him with the skills necessary to interpret and apply research results.

10. A thorough grounding in the content and techniques of the academic areas with particular emphasis on remedial procedures.
11. The opportunity to gain knowledge about industrial arts, homemaking, and similar activities.
12. Practical experience with a master teacher so that all of the student's learning may be integrated into an effective classroom experience.

Younie and Clark (1966) identified some of the tasks and responsibilities found in job descriptions of secondary special education personnel as:

1. Screening, evaluating, and approved referrals
2. Planning and implementing secondary curriculum
3. Teaching and coordinating instructional activities
4. Evaluating occupational readiness
5. Correlating classroom experiences with work experience
6. Planning, securing, and supervising on-the-job training situations
7. Counseling pupils and parents on social, personal, and vocational problems
8. Securing or assisting in securing job placements
9. Serving as liaison person between the school and the state vocational rehabilitation agency
10. Maintaining school and work evaluation records
11. Interpreting the work study program to school personnel and the community.

Younie and Clark (1966) also defined the following as essential or highly

desirable personal characteristics and professional competencies of secondary teachers:

1. employment experience, preferably in the service occupations
2. teaching experience, preferably in the special/vocational-technical education, or trade training
3. a sincere interest in working with the academically less able student
4. personal characteristics that will elicit respect and confidence with less able students
5. a knowledge of vocational aptitude and potential
6. a knowledge of the academic demands of the jobs typically performed by the mentally subnormal
7. an understanding of adolescent personality and ramifications of mental retardation on personality development and social adjustment
8. competency in education and/or vocational diagnosis and remediation
9. skill in counseling on personal and social problems
10. a desire or willingness to expand the classroom into the community
11. an ability to elicit and maintain cooperative relationships with school and community resources.

At this time, Gary Clark (cited by Abbas & Sitlington, 1976) was directing a Habilitation Personnel Training Project which involved the development and validation of a sequence of 29 competency-based modules, arranged in 7 clusters, which fell into four broad areas, for training secondary special educators--both classroom teachers and work/study coordinators. Competencies covered in the modules fell into four broad areas:

- (1) Identifying Student Needs. This area includes (a) identifying

competencies needed by the handicapped student to function in his current and future environment; (b) collecting assessment data on the handicapped student to identify the status of his development with regard to the identified competencies; and (c) specifying the skill and knowledge development needed by the handicapped student.

- (2) Specifying the Habilitation Program. This grouping of competencies includes: (a) identifying and selecting available resources such as instructional resource personnel, referral resources, and content-related resources; (b) identifying and selecting available procedures, such as instructional methods, behavior management, communication and counseling, and evaluation procedures.
- (3) Implementing the Habilitation Program. These competencies are designed to be met in a student teaching or practicum situation and include (a) setting educational goals for each student based upon an identification of his needs; (b) employing selected instructional resources and procedures to implement the program; (c) designing and implementing a program for the practicum population; and (d) recommending appropriate changes for future program implementation.
- (4) Evaluating the Habilitation Program. This area includes (a) evaluating individual student progress toward stated objectives; and (b) evaluating program design components.

Phelps, et al. (1976) report a study which compared teacher and teacher educator percepts of the importance, need for training, and relative time spent upon competencies organized into the following categories:

Assessing program and learner needs

Planning instruction

Implementing instruction

Evaluation program and instruction

Teacher educators rated many more of the competencies as important and there was wide disagreement between LEA personnel and teacher educators.

Clark and Evans (1976) pointed out that CBTE "has had, perhaps, a greater emphasis in vocational and special teacher education than in any other education disciplines" (p. I:9). This is probably because both fields involve rather esoteric goals for "low incidence" students and also both had extensive federal support behind the competency approach press. Other fields may find this approach unattractive because of the intrinsic barriers to facile synthesis which in trying to deal with extensive lists of operational students. Thus, it is suggested the CBTE has failed in those areas wherein a relatively abstract synthesis is required to relate the overall structure and thrust of the curriculum to a broadly defined target population. The operational clarity of the CBTE approach has been purchased, in general, at the price of being left with an unwieldy and unorganized corpus of competency statements which are difficult to describe, summarize and synthesize. This interferes with efficient communication, the development of program thrusts, and leads to a tendency to deal with intrinsic academic and conceptual "turf" problems by using a "word game" which involves adding subordinate clauses in qualification of behavioral objectives. Finally, the number and complexity of statements often yields a "conceptual inertia" which inhibits synthesis,

Competency R & D efforts vary widely in the degree of structure imposed upon a competency statement from a conceptual and/or linguistic perspective. Highly structured efforts offer coherence at the price of flexibility, diversity, and creativity.

Non-structured programs, particularly prevalent field-based efforts, tend to lack clarity, organization and generality.

Competency research also presents problems with respect to statistical treatment. Generally, rankings and percentage data serve to describe empirical results with Chi squares and multiple "t" tests used for inferential purposes. Summary is often offered by enumerating "typical" competencies. Thus, it is difficult to summarize and synthesize a single study. When confronted with a need to conduct a synthesis of many such studies, the task is complex and tedious. It is suggested that a taxonomic approach is a feasible alternative to deal with these problems.

The taxonomic approach can be used either to (a) analyze prior work or (b) organize a new development effort. While these are not incompatible they should not be confused, as the structure needed to demonstrate the features of prior efforts may not be well suited to the needs of the program to be designed.

KSU Transition Practitioner Competency Studies

Bogges (1986) has summarized the Kent State competency studies. As she points out, this series started with a study by Albright, Nichols, and Pinchak (1975), members of the Vocational Education Department at KSU who, with EPDA support, conducted a statewide survey entitled Identification of Professional Competencies Necessary for Teachers of Disadvantaged and Handicapped Youth. A set of one hundred twelve competencies was rated by field based Occupational Work Adjustment (OWA), Occupation Work Experience (OWE) coordinators, and special needs personnel (N:718) as to the importance and frequency of use of the competencies on a five point scale.

In 1976, at the first National Workshop on Vocational Education for Special

Needs Students at the University of Illinois, the Kent State team (C. Nichols, L. Albright, J. Robinson and R. Macer, State Special Needs Coordinator) formulated an Instructional Action Plan for joint program development between VOED and SPED. The Cooperative Occupational Education Development (COED) Plan set a goal of establishing interdisciplinary, competency-based professional preparation programs in VOED and SPED. Then a series of competency studies was undertaken to determine the percepts and needs of a variety of personnel involved in the occupational training of individuals with disabilities. As part of the COED effort, Robinson, Albright, and Adams (1976) contrasted OWA (Jr. Hi.) and OWE (Sr. Hi.) coordinator subgroups using Chi square analysis. Differences were noted for half of the competencies (see below).

In the second KSU study, Robinson, Albright, Yoho and Adams (1979) modified the original Albright et al. (1975) questionnaire for use with Special Education teachers of youth with Educable Mental Retardation (EMR). Twenty-four more competencies pertaining specifically to teaching students with handicaps in special education settings were added to the original 112. One form of the survey instrument was completed by EMR Supervisors, who ranked competencies as to their importance to (1) high school EMR teachers in self-contained classrooms and (2) senior high school EMR Work-Study (W-S) Coordinators. Another form of the instrument was completed by EMR Work-Study Coordinators, who rated the importance of the competencies in their current role and also for their prior role as teachers of youth with EMR. Ratings by supervisors were compared using dependent t-tests and ratings across supervisors and coordinators were compared using Chi square analyses. Where appropriate, these data were compared with the data on OWA and OWE personnel from the Albright et al. (1975) study and the

Robinson et al. (1979) reanalysis, using ranking techniques and/or Chi Square. Only items of parallel content were compared. There were dependent "t" tests done on 118 items in the supervisor comparison and 103 in the coordinator comparison.

The third KSU competency study, (Robinson, Nichols, Adams, and Shama, 1980) involved 199 competencies. The items were administered to "mainstream" vocational educators representing the areas of Trade and Industrial (T & I) Education; Agriculture Vocational (Vo AG) Education, Business and Office Education (BOE), Distributive Marketing (DE) Education, and Vocational Home Economics (HE). Chi Square analyses were performed to compare: (1) the percepts of "mainstream" vocational educators as a function of the five service areas and (2) the rankings by all the "mainstream" vocational educators were compared with those of the OWA, OWE Special Needs and EMR Work-Study Coordinators. For each of six groups ("Mainstream" Vocational Educators, OWA, OWE, EMR Coordinators, and EMR Supervisors ratings of EMR Coordinators and Teachers) rankings by mean rating of importance were computed.

Bogges (1981), in a doctoral candidacy study conducted under the direction of the senior author, had a group of junior and senior high school special education teachers of youth with EMR rate the importance of 119 competencies. Their combined responses were compared using Chi Square to those of the following groups: OWA and OWE coordinators (over 112 competencies); and work-study coordinators; EMR supervisors responding for secondary EMR teachers and for work-study coordinators; and vocational educators (over 119 competencies). Within the EMR teacher sample, comparing junior high with senior high teachers, Chi Square analyses revealed significant differences for only three competencies (2.5%). These results indicate that with few exceptions, the junior and senior high school

EMR teachers sampled appear to perceive the importance of most (97.5%) of the set of vocationally oriented professional competencies in a similar fashion. In other words, position as junior or senior high school EMR teacher had only a slight bearing upon the importance rating of these competencies. This is why these data were pooled.

The need for the development of a more complete, systematically categorized and readily discernible model was addressed by Robinson, Lukose and Adams (1981) in their Taxonomy of Professional Education Competencies Related to the Vocational Education of Special Needs Students (available from ERIC).

Competencies from the Kent State studies and fourteen other studies were classified by role function and level of specificity. Several of these studies used the same literature in order to identify competencies relating to vocational education of students with handicaps. Thus, these studies manifest some degree of overlap. For example, Phelps et al. (1976) used competencies from Albright et al. (1975), Brock (1975) and Schoonmaker and Girard (1975).

The process used for the taxonomy began with the assumption that a core of competencies was common to all professionals in the "transition disciplines" (vocational education, special education and rehabilitation counseling), with clusters and subclusters of competencies shared over various role functions. The sequence of steps began with the coding of each competency from the collection on two dimensions: level of specificity (general, intermediate, specific) and role functions. Competencies were coded from each study and over all studies, then the compilation was indexed for reference use. The resulting taxonomy represents one attempt to organize, combine, and fit a multitude of competencies from many studies into a common meaningful structure. This organizational framework

allows for a reduction in the redundancy of competencies. Robinson, Lukose and Adams (1981) also used a union/intersection device to partially control for ambiguity and other problems in the construction of competency statements. The coding scope notes and a summary of the distribution of the within and across the studies competencies are included in Appendix B.

As mentioned above, the taxonomy of transition competencies involved two dimensions:

- (1) three levels of generality (general to specific)
- (2) role function categories:

AS: Administration/Supervision

BF: Background/Foundations

CG: Counseling & Guidance

CO: Coordination

CL: Cooperation/Liaison

CM: Classroom Management

EA: Educational Assessment

II: Instructional Implementation

IP: Instructional Planning

PR: Public Relations

RA: Record Keeping/Accountability

EX: Extra-curricular Activities

We could not establish reliability on the first dimension and the second dimension proved to be of limited utility. For example, conceptually, it is easy for academics to differentiate instructional planning and implementation. "Real world" teachers often do both in "real time" and at the same time. They do not find

the distinction helpful. Similarly, teachers do not find common place distinctions between curriculum and instruction; teaching and classroom management nor assessment and planning useful in organizing their performance of their role functions.

Robinson, Zych, Lukose and Shama (1982) surveyed a sample of vocational rehabilitation counselors in Ohio with an amended version of the competency questionnaire adding in counselor competencies from previous studies. Competencies in analogous categories were rated by counselors as to importance as well as need for in-service. These ratings were compared to those of a group of educators consisting of: OWA and OWE coordinators, vocational educators, and special educators (work-study coordinators and EMR high school teachers) using Chi Square analyses. Crossbreaks on a number of demographic variables were also analyzed. The results of this study are included as Appendix E.

In 1984, Boggess, under Robinson's direction, conducted a study of percepts of almost all of the public school based vocational evaluators in the state of Ohio. In 1986, she completed her dissertation which involved the study of the percepts of Ohio's Vocational Special Education ("Mainstreaming") Coordinators. Both of these studies involved the derivation of new competencies and contrasts with prior data sets.

In summary, the KSU transition practitioner competency studies have involved the conduct of a number of studies related to the percepts of field-based personnel as to the importance of professional competencies to those in roles relevant to the vocational education or rehabilitation of youth with disabilities. Fourteen different target populations were sampled, and over two thousand

teachers, coordinators and counselors responded.³ The response rate averaged around 55 to 65%. The target populations included: (1) Occupational Work Experience (OWE) Coordinators; (2) Occupational Work Adjustment (OWA) Coordinators; (3) Coordinators of school-work programs for teachers of the Educable Mentally Retarded (EMR); (4) EMR teachers at the senior high school level; (5) EMR teachers at the junior high school level; (6) EMR supervisors; Vocational Educators including (7) Trade and Industrial (T & I) teachers; (8) Vocational Home Economics (HE) teachers; (9) Vocational Agriculture (VO AG) teachers; (10) Vocational Business and Office Education (BOE) teachers; (11) Distributive Education (DE) teachers; (12) Vocational Evaluators (VO EVAL); (13) Vocational Mainstreaming Coordinators; and (14) Vocational Rehabilitation (VO RHAB) counselors.

Each group responded to about 110 to 140 competencies [which were sometimes written to suit a specific group (e.g. Rehabilitation counselors deal with clients, not students)]. These data have been used to foster the development interdisciplinary transition programs at Kent State which were driven by Project COED (Cooperative Occupational Education Development). As was mentioned above, Project COED involved a long range plan developed by KSU SPED and VOED personnel at an invitational conference held in January of 1976 at the University of Illinois. The thrust, to date, has been to use the data for the development, and the extramural funding, of KSU interdisciplinary training programs related to transition.

A master list of all the competencies used in the KSU transition practitioner studies, and the field-based groups who responded to them, is included as Appendix B.

Examples of the format of the competency survey instruments is presented as

³ Notes on the number of subjects in each study and the exact response rate were destroyed through water damage at KSU.

Appendix F. All of these instruments provided for response on a five point scale of "importance." Subjects also responded to a second scale which varied as to what was rated. In many cases, it was the frequency of use of the competency. This practice was later dropped because "importance" was highly correlated with frequency and, also, superseded it when there was a discrepancy. Other scalings included: current mastery; in-service needs and importance to other role functions. The choice among the scales depended upon the immediate purpose and the funding source of the study.

The data reported below includes only the "importance" ratings by the groups. These data were used for many very important, but essentially parochial purposes (e.g., syllabus design, course substitution, etc.). Examples of such efforts included the development of competency by coursework matrices (please see Exhibit I for a sample format). Similar matrices were developed for in-service training needs.

Development and Use of ICDP Format

We have developed a format for Individual Career Development Plans (ICDPs) which can be used by students enrolled in interdisciplinary (SPED, VOED, and Vo REHAB) oriented in transition training programs to describe their current professional status and define plans for future professional development. The competency statements included in the ICDP format are based upon the work of Leahy, et al. (1981)⁴ rehabilitation competency studies and the KSU competency studies described above. An example of the practitioner level ICDP is included as Appendix D. It is designed for use by pre-inservice SPED and/or Special Needs VOED Teachers and Coordinators and VO RHAB Counselors involved in transition.

⁴ Leahy, M. J., Shapson, P. R., & Wright, G. N. (1987). Professional Rehabilitation Research: Project Methodology. Rehabilitation Counseling Bulletin, 94-118.

EXHIBIT I

KENT STATE UNIVERSITY

Transition Competency By Interdisciplinary Coursework Matrix:

Masters Level

		<u>PROGRAMS/COURSEWORK</u>		
		SPED	VOED	RHAB/CHDS
Instruction/Curricular Related (I/C)				
1.	Identify community resource people and field trip sites.	53420	55901	
2.	Develop local program objectives congruent with the needs of persons with disabilities.	53962	55901 56013	
3.	Develop unit plans responsive to the needs of persons with disabilities.	53962 53420	55903	
4.	Organize career education units responsive to the needs of persons with disabilities.	53952	56005	
5.	Write behavioral objectives responsive to the needs of persons with disabilities.	55516	55903	67732 R/67712
6.	Incorporate information about business and industry into curriculum.	59420 54161	55516 55903 55119	R/67732
7.	Implement a course of study responsive to needs of persons with disabilities.	53962 56013	55903	
8.	Organize monthly, weekly and plans.	55962 53420	55903 56013	
9.	Construct lesson plans with provisions for persons with disabilities.	55962 53420	55903 56013	
10.	Develop VOED and/or secondary academic materials for persons with disabilities.	63991 (Assess)	55903	
11.	Develop IEPs and training plans for persons with disabilities.	67991 (Assess) 53962		R/67732 R/67712

NB: Course titles associated with course numbers were included with these documents.

The task on the ICDP, for students, given a prior statement of personal and professional goals, is to rate each competency on three, five point scales: "importance;" "current level of competence" and "need" for further training and experience. On the basis of this self-analysis, students and their mentors/committees design individualized career plans, academic prospectus' and accommodations of course and/or program requirements to suite the students' goals.

The competencies are organized into clusters as follows:

	<u>Number of Competencies</u>
Instruction/Curricular Related (IC)	68
Coordination Related (CO)	103
Assessment and Evaluator (A/E)	33
Multicultural Competencies ² (M/C)	13
Basic Foundation (B/F)	16
(Research, Policy, Human Development, etc.)	
Counseling Related (C/R)	11
Total	244

²These competencies were developed by Dr. Martha Walker, KSU.

The data presented below are based upon the KSU transition practitioner studies. There was additional work on transition leadership competencies. However, the description of this work is beyond the scope of the present paper and will be reported later. The results of the descriptive data (mean ratings and rankings) on practitioners (SPED and VOED teachers and coordinators) are the focus of this report. The interpretation of results of the Chi Square analyses will be the subject of subsequent reports as will the analysis of the five groups of mainstream

vocational educators. Tables summarizing the descriptive and inferential data are included as technical appendices to this report. Data on the Vocational Evaluators and Vocational "Mainstream" Coordinators may be found in Boggess' (1986) dissertation (Kent State University). As in the case of the VO RHAB Counselors (Robinson, Zych et al., 1982), the evaluators had many competencies that differed in substance and/or format than the VO SPED teacher/coordinator competencies included herein.

Method

Subjects

The results of surveys of the following field based (Ohio) personnel are reported herein. These groups consisted of the following:

OWA/E Coordinators (OWA/OWE)

In Ohio, OWA Coordinators are Special Needs Vocational Educators (generally without a specific trade background) who work with Junior High potential drop-outs. The range of programs varies greatly; some are classroom oriented; others focus on contract work or jobs on campus.

OWE Coordinators are Special Needs Vocational Educators who run Senior High School work programs for youth who are economically and academically disadvantaged and/or who are disabled (generally excluding youth who are mentally retarded).

Albright, Nichols, and Pinchak (1975) in a report entitled: "Identification of Professional Competencies Necessary for Teachers of Disadvantaged and Handicapped Youth" outlined the development of a final pool of 112 competencies relevant to the work of Occupational Work Adjustment and Experience personnel and supplied descriptive data on the results of a statewide (Ohio) study of the

percepts of these workers (N:718) as to the perceived importance of these competencies and their estimated frequency of their employment. The 112 competencies were subdivided into the following six major umbrella areas and rated as to importance and frequency on five point scales.

Program Management	+ -	30 competencies
Curriculum	-	19 competencies
Classroom Management	-	22 competencies
Coordination	-	16 competencies
Remediation	-	14 competencies
Counseling	-	11 competencies

Albright et al. also surveyed another, very heterogeneous group of Vocational "Special Needs Teachers" who, basically, taught in VOED labs targeted on special groups over a wide range of occupational areas. These data are not included in this report as the heterogeneity of programs militates against meaningful interpretation. Subsequently, Robinson, Albright and Adams (1976) analyzed the OWA/E data using Chi Square tests.

Work-Study Coordinators (W-S)

Work-Study Coordinators are Special Educators who are certified to teach youth with Educable Mental Retardation (EMR) and who run senior high school work programs. At the time of this study, these personnel handled both teaching and coordinating functions. Subsequently, the teaching and work coordination functions were separated and one was assigned to one or another. In the main, these teachers were selected for W-S Coordination positions and some received some in-service training. However, there were no formal, university based, prescribed programs available to them in Ohio.

Robinson, Albright, Yoho and Adams (1979) modified and extended the Albright et al. (1975) competency survey instrument for use with Special Education personnel including W-S Coordinators, teachers of supervisors of programs for youth with EMR. Twenty-four competencies were added to the original 112. The form of the instrument sent to W-S Coordinators called upon them to rate the importance of the competencies in their present (W-S Coordinator) role and their former role as high-school teachers of youth with EMR.

Vocational Special Education (Mainstreaming) Coordinators (COORD)

These persons were, in the main, experienced teachers of EMR youth who were assigned to Joint Vocational Schools to facilitate the mainstreaming of youth with disabilities. Technically, they were not supposed to offer direct teaching (but some did). Their job was to consult, handle paperwork and do liaison work.

The Mainstreaming Coordinators (an informal but prelevant term) responded to the competency pool by responding to two five point scales indicating their percepts of the relative importance of a given competency in their current role (Coord/Coord) and to their prior role as all high school teachers (Coord/Teacher) of youth with disabilities.

This study was conducted by Boggess (1986) as the dissertation for her PhD degree.

Supervisors of Programs for Youth With EMR

The Robinson, Albright, Yoho and Adams (1979) form of the KSU transition practitioners competency survey was sent to Ohio's Supervisors of SPED programs for youth with MR. The supervisors were asked to rate the importance of the competencies to W-S Coordinators (SUP./W-S) and to high school teachers (SUP/Teacher) of youth with EMR. Both the Supervisor and W-S Coordinator

studies were conducted in the Spring of 1976. The analysis of the coordinator and supervisor data involved using dependent "t" tests as well as Chi Square (w/other data sets).

Teachers of Youth With EMR)

Bogges used the Robinson, Albright, Yoho and Adams (1979) form of the competency instrument to survey the percepts of junior and senior high school based teachers of youth with EMR as her doctoral candidacy study. As only three of almost 140 comparisons) were significant, the junior and senior high school data were pooled.

Vocational Education (VOED) Teachers

Robinson, Nichols, Adams, and Shannon (1980) sent a survey instrument with 199 competencies to "Mainstream" Vocational Educators representative of Ohio's Five VOED Service Areas:

- Trade & Industrial (T & I) Education
- Vocational Agriculture (VO AG)
- Business and Office Education (BOE)
- Distribution Marketing Education (DE
- Vocational Home Economics (HE)

Robinson, Zych, Lukuse and Shama (1982) mailed a competency survey to a sample of Vocational Rehabilitation Counselors. Because of radical differences in the format and content of many of the competencies, these data are not compared in the present report. A separate report is presented as Appendix E.

Instruments and Procedures

A sample of a competency survey instrument is included as Appendix F. The instruments were distributed by mail or, in the case of some VOED teachers, they

were distributed by KSU VOED Teacher Educators on their rounds of VOED programs.

Descriptive data (means and percentage distributions) and rankings were obtained and either Chi Square or multiple dependent "t" tests were used, as appropriate, to compare data sets. Reports of the results were organized into competency clusters using the procedures and results of the Robinson, Robinson, Adams, and Lukose (1981) Taxonomy of Professional Education Competencies Related to the Vocational Education of Special Needs Students (ERIC: ED 200-796).

The role function clusters used were as follows:

	<u>N Competencies</u>
Instructional Planning (IP)	12-16
Coordination (CO)	9-12
Basic Education Foundations (BF)	1
Implementing Instructions (II)	7
Evaluation and Assessment (EA)	21-30
Administration & Supervision (AS)	12-14
Counseling and Guidance (CG)	9-11
Collaboration & Liaison (CL)	6- 8
Recordkeeping & Accountability (RA)	4
Classroom Management (CM)	4
Extra-curricular Activities	1
Public Relations	4

In addition, there were several cluster unions (see Coding Scope notes in Appendix B).

	<u>N Competencies</u>
EA/IP	2- 4
IP/II	12-16
II/CG	2- 3
CM/II	1
CG/CL	1
AS/CL	1
II/GG/IP	0- 2
IP/II/CM	1
CG/II/CM	1
AS/EA	0- 1

Results

Descriptive Data

The mean ratings of importance (on the 5 point scale) for the OWA/E; W-S; Coord (Coord & Teacher); EMR Supervisor (W-S & Teacher); EMR Teacher (pooled across JR/SR High settings and VOED [pooled across 5 service areas]) are presented in Table 1. A parallel set of rankings are presented in Table 2. The means for the five subgroups of mainstream VOED teachers are presented as Table 3.

A summary of the frequency and percentage of transition competencies organized into three levels of importance (based on mean ratings) is presented in Table 4.

The data in Table 4 are organized into a set of role functions which involved pooling across prior role function categories from the original taxonomy as follows:

N Competencies

Instructional Planning & Implementation	31-53
---	-------

This involved pooling the IP; II; CM categories and the following Unions:

IP/II, EA/IP, II/CG, CM/II, II/CG/IP, IP/II/CM, CG/II/CM

Coordination	9-12
--------------	------

Counseling & Guidance; Collab. & Liaison	16-22
--	-------

(CG/CL Union)

Evaluation/Assessment	22-31
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Administration Related & Accountability	19-21
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(included unions: AS/EA AS/CL)

Summaries of the distributions of responses (f & %) across the response categories on the importance categories by the SPED and Special Needs VOED personnel are presented in Appendix G. Similar summaries by the five groups of mainstream VOED teachers are presented in Appendix H.

Statistical Contrasts

The results of statistical comparisons among the SPED and VOED teachers and coordinators are presented in Appendix I.

Table 1
Means for Groups
by Role Function Categories

Items and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED.
IP - INSTRUCTIONAL PLANNING									
15. Identify resource people	3.90	4.02	4.28	4.65	3.97	4.02	4.49	3.86	3.94
16. Identify field trip sites	3.70	3.89	3.56	2.08	3.76	4.27	4.29	3.83	3.71
30. Develop local program objectives	4.26	4.10	4.38	4.16	3.53	4.43	4.43	3.77	4.11
31. Estimate time for unit	3.69	3.51	3.21	2.89	4.09	4.46	3.29	3.44	4.13
32. Develop unit plan	3.99	3.95	3.43	2.76	4.29	4.54	3.12	3.81	4.29
34. Organize career education unit	4.35	3.92	4.05	2.92	4.06	4.54	4.33	4.21	3.63
37. Write behavioral objectives	3.48	3.43	3.48	3.68	4.26	4.23	3.51	3.55	3.72
41. Incorporate business and industry	3.59	3.60	3.27	3.43	2.91	3.98	4.02	3.29	3.70
43. Develop course of study	3.371	3.491	3.70	2.70	3.85	4.31	3.67	4.03	4.18
44. Organize weekly plan	4.23	4.19	3.83	2.70	4.59	4.74	3.40	3.97	4.44
48. Contact reading resources	3.76	3.64	3.05	3.32	3.88	3.79	2.79	3.71	3.51
49. Construct lesson plan	4.21	4.08	3.57	2.73	4.65	4.63	3.50	4.13	4.53
121a. Develop VoEd materials for special needs	-	-	-	4.24	3.12	-	-	4.33	3.77
121b. Develop VoEd materials + for regular students	-	-	-	2.16	1.65	-	-	3.93	4.17
124. Develop training plans for special needs	-	-	-	3.83	3.22	+	-	4.23	3.69
130. Develop IEPs	-	-	-	4.70	4.47	-	-	4.16	3.57
IP TOTAL									
CO - COORDINATION									
3. Research trends in business and industry	3.45	3.61	3.87	3.73	2.50	3.20	4.47	3.05	4.09
3a. Survey trends in business and industry	-	-	4.26	3.70	2.65	3.35	4.75	3.10	3.91
28. Conduct student follow-up studies	3.90	3.79	4.24	3.95	2.85	3.27	4.65	3.72	3.83
29. Conduct employer appreciation program	3.73	4.18	4.18	2.47	2.15	3.00	4.70	3.73	3.68
72. Construct procedure for job relocation	3.71	3.42	4.26	2.60	2.67	3.20	4.76	3.46	4.00
									4.2

Means for Groups
by Role Function Categories

2

Items and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED
<u>CO - COORDINATION (Cont.)</u>									
74. Identify entry level jobs in community	3.92	4.35	4.78	4.11	3.42	3.27	4.87	4.02	4.30
78. Establish job placement policy	4.27	4.50	4.79	3.22	2.76	3.43	4.85	4.02	4.20
82. Develop student training plans	3.89	3.66	4.32	3.66	2.90	3.75	4.60	3.73	4.03
82a. Facilitate school and employer training	-	-	4.61	3.05	2.21	3.28	4.79	4.09	3.90
83. Inform employer of student progress	3.83	3.92	3.82	2.72	2.35	2.92	4.21	3.67	3.73
84. Inform employers of responsibilities	4.40	4.31	4.46	2.56	2.32	2.64	4.91	3.97	3.97
123. Identify entry level jobs for special needs	-	-	-	3.57	2.94	-	-	4.21	3.77
CO TOTAL									
<u>BF - BASIC EDUCATIONAL FOUNDATIONS/PREPARATION</u>									
4a. Establish plan for professional development	-	-	3.91	4.19	4.12	4.30	4.32	3.68	4.02
<u>II - IMPLEMENTING INSTRUCTION</u>									
50. Give a lecture	3.00	3.11	3.15	3.03	3.79	2.98	3.04	3.03	4.12
51. Present demonstration	3.79	3.81	3.77	3.46	4.00	4.28	4.08	4.00	4.51
64. Operate A-V equipment	4.00	4.25	3.50	2.81	4.06	4.19	3.71	3.76	4.13
65. Implement team teaching	2.97	3.08	3.23	2.83	3.33	3.80	3.16	3.42	3.13
66. Stimulate learning thru brainstorming	3.63	3.82	3.60	2.78	3.76	3.96	3.46	3.60	3.47

43

44

35

Means for Groups
by Role Function Categories

3

Items and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED
<u>II - IMPLEMENTING INSTRUCTION</u> (Cont.)									
67. Employ oral questioning techniques	3.99	4.13	3.90	3.89	4.24	4.19	3.90	3.95	4.29
69. Employ project method	3.70	3.49	3.32	2.83	3.74	4.04	3.49	3.59	4.04
II TOTAL									
<u>EA - EVALUATION AND ASSESSMENT</u>									
10. Identify learning disabilities	4.66	4.45	3.85	4.00	3.52	4.19	3.51	4.33	4.05
13. Identify personality patterns	4.14	4.15	4.03	3.92	4.09	4.23	4.21	4.02	3.91
27. Organize program review and evaluation	3.35 ²	3.35 ²	3.88	3.59	2.76	3.53	4.08	3.43	3.53
33. Construct tests re: objectives	3.81	3.57	3.64	3.32	4.06	4.48	3.39	3.87	4.10
38. Administer diagnostic tests	4.04	3.41	3.48	3.70	4.00	4.56	3.57	4.27	3.76
59. Chart student progress	4.16	3.99	4.15	4.08	4.45	4.64	4.25	4.15	4.30
60. Identify emotional factors re: class	4.38	4.35	4.06	4.05	4.24	4.49	3.63	4.48	4.32
62. Determine effectiveness of instruction	4.43	4.35	4.13	4.31	4.41	4.52	3.92	4.47	4.61
73. Evaluate progress at training station	4.48	4.62	4.84	3.78	3.33	3.39	4.81	3.97	4.50
73a. Evaluate progress at learning center	-	-	4.48	3.53	3.79	4.29	3.88	4.05	4.39
88. Identify emotional factors re: reading	4.33	4.00	3.45	3.73	3.88	4.17	3.02	4.44	3.93
89. Identify intellectual factors re: reading	4.30	3.99	3.41	3.84	4.06	4.08	2.90	4.40	3.90
90. Assess student reading level	4.49	4.12	3.36	3.81	4.18	4.60	2.92	4.44	3.99
91. Diagnose reading problems	4.47	4.01	3.35	3.73	4.06	4.49	2.62	4.56	3.97
94. Assess comprehension of math	4.28	4.01	3.67	3.89	4.24	4.57	2.96	4.48	4.06
95. Devise alternative grading methods	3.95	3.89	3.16	3.81	3.85	4.19	3.17	3.98	3.76

Means for Groups
by Role Function Categories

4

Items and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED
<u>EA - EVALUATION AND ASSESSMENT</u> (Cont.)									
97. Evaluate student reading progress	4.36	3.94	3.40	3.59	4.24	4.58	2.75	4.47	3.77
98. Identify physical factors re: reading	4.32	3.96	3.40	3.81	4.03	4.32	2.83	4.30	3.79
99. Administer diagnostic reading tests	4.29	3.65	3.05	3.41	3.88	4.45	2.36	4.35	3.57
100. Diagnose reading difficulties	4.34	3.85	3.20	3.41	3.94	4.40	2.40	4.40	3.61
101. Identify educational factors re: reading	4.20	3.90	3.26	3.92	4.06	4.33	2.58	4.40	3.67
102. Interpret vocational interest tests	3.96	3.86	4.25	4.00	3.00	3.92	4.71	4.05	3.68
102a. Interpret psychological tests	-	-	3.86	3.70	3.56	3.75	3.51	4.05	3.37
102b. Interpret educational tests	-	-	3.84	4.14	3.91	4.35	3.75	4.10	3.55
111. Assess individual's ability to modify own behavior	4.47	4.28	4.37	4.22	4.12	4.34	4.26	4.40	4.17
115. Construct tests re: objectives for special needs	-	-	-	3.78	3.85	-	-	4.25	3.54
116. Give diagnostic tests to special needs students	-	-	-	3.65	3.97	-	-	4.38	3.51
125. Assess reading levels of special needs students	-	-	-	3.95	4.03	-	-	4.38	3.69
128. Assess ability of special needs students	-	-	-	4.22	4.09	-	-	4.49	3.72
132a. Assess psychomotor skills of special needs students	-	-	-	3.86	3.65	-	-	4.10	3.75
132b. Assess psychomotor skills of regular students	-	-	-	1.65	1.47	-	-	3.78	3.87

EA TOTAL

AS - ADMINISTRATION AND SUPERVISION

1. Estimate materials' cost
4. Establish plan for in-service
5. Assist students in scheduling
7. Organize advisory committee

3.38	3.23	2.88	2.64	3.15	3.42	3.02	3.13	3.81
3.64	3.54	3.51	4.24	2.97	3.58	3.81	3.48	3.63
4.31	4.20	4.13	3.57	3.15	4.38	3.75	3.97	3.43
3.16	3.49	3.26	3.54	2.06	2.73	3.72	2.85	4.03

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Means for Groups
by Role Function Categories

6

Items and Role Function Category +	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR
<u>CG - COUNSELING AND GUIDANCE</u>								
(Cont.)								
112. Direct students into alternative programs	4.28	4.11	4.27	4.35	3.41	4.36	4.45	4.07
129. Direct special needs students	-	-	-	4.17	3.45	-	-	4.30
CG TOTAL								
<u>CL - COLLABORATION AND LIAISON</u>								
25. Communicate subject goals	3.98	3.86	3.99	4.15	3.65	4.52	3.86	3.57
26. Coordinate with law enforcement	3.55	3.64	3.40	2.83	2.42	3.35	3.81	3.23
76. Conduct home visitation	4.60	4.49	4.59	3.41	3.62	4.43	4.68	3.84
77. Conduct parent conference	4.27	4.23	4.42	4.76	4.53	4.70	4.45	4.42
80. Coordinate with participating schools	3.37	3.40	4.18	4.43	2.41	3.37	4.49	3.49
85. Inform parents of responsibilities	4.30	4.17	4.53	3.97	3.79	4.15	4.64	4.39
113a. Conduct parent conference re: special students	-	-	-	4.86	4.71	-	-	4.52
113b. Conduct parent conference re: regular students	-	-	-	1.95	1.88	-	-	4.02
CL TOTAL								
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>								
8. Maintain data files for students	4.51	4.59	4.82	4.70	4.29	4.62	4.69	4.29
20. Develop a filing system	4.21	4.19	4.15	4.51	3.82	4.27	4.46	3.47
21. Compile records	4.59	4.53	4.68	4.76	4.32	4.53	4.67	4.08
61. Develop attendance recording system	4.45	4.56	3.89	3.08	4.09	4.27	3.92	3.37

RA TOTAL

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Means for Groups
by Role Function Categories

7

Items and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED
<u>CM - CLASSROOM MANAGEMENT</u>									
53. Design classroom physical plan	3.85	3.61	2.98	2.64	3.91	4.08	2.71	3.85	3.77
55. Develop storage system	3.70	3.77	3.09	3.14	3.70	3.96	3.06	3.44	4.04
56. Develop work area cleaning schedule	3.42	2.99	2.95	1.92	3.21	3.92	3.47	2.97	4.24
63. Utilize classroom facilities	4.36	4.37	3.69	3.39	4.09	4.52	3.47	4.08	4.56
<u>CM TOTAL</u>									
<u>EX - EXTRACURRICULAR ACTIVITIES</u>									
6. Organize club program	3.37	3.43	2.80	1.97	2.59	3.35	3.30	2.75	3.61
<u>PR - PUBLIC RELATIONS</u>									
9. Develop presentation on philosophy and goals	3.88	3.88	4.06	4.14	2.91	3.92	4.33	3.60	3.70
11. Publicize program in school	3.99	3.97	4.06	3.86	3.39	4.23	4.19	3.71	4.12
12. Publicize program in community	3.88	4.16	4.51	3.62	2.97	3.90	4.73	3.81	4.21
81. Develop public relations literature	3.52	3.79	4.10	3.81	2.41	3.26	4.47	3.36	3.64
<u>PR TOTAL</u>									
<u>UNIONS</u>									
<u>EA/IP - EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING</u>									
92. Prescribe remedial math	4.42	4.07	3.50	4.00	4.26	4.51	2.87	4.58	4.00
93. Prescribe remedial reading	4.50	4.11	3.43	3.92	4.12	4.53	2.81	4.58	3.95
126. Prescribe remedial math for special needs students	-	-	-	3.97	4.06	-	-	4.39	3.59
127. Prescribe remedial reading for special needs	-	-	-	3.95	4.15	-	-	4.44	3.63

EA/IP TOTAL

5.1

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Means for Groups
by Role Function Categories

8

Items and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED
<u>IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION</u>									
2. Implement program modifications	4.17	4.12	4.17	4.51	3.82	4.15	4.10	3.98	4.00
24. Arrange field experiences	3.78	3.90	3.85	2.56	3.45	4.21	4.33	3.90	3.82
35. Incorporate deductive thinking	3.82	3.62	3.52	3.08	4.06	4.14	3.52	3.95	4.03
36. Incorporate inductive thinking	3.83	3.65	3.55	3.05	4.00	4.18	3.54	3.95	3.96
39. Utilize diagnostic tests	4.14	3.67	4.16	4.32	4.29	4.77	4.20	4.32	3.71
40. Utilize A-V aids	4.26	4.37	3.68	3.27	4.26	4.48	3.80	4.03	4.25
42. Utilize achievement test results	3.80	3.52	3.66	4.08	4.00	4.56	3.85	3.90	3.52
46. Locate instructional materials	4.34	4.32	3.88	4.03	4.47	4.45	3.55	4.26	4.37
47. Select instructional materials	4.42	4.41	3.87	3.76	4.44	4.62	3.68	4.29	4.49
58. Prepare student activity schedule	4.03 ⁵	3.97 ⁵	3.33	2.42	3.81	4.32	3.63	3.65	3.95
70. Establish tutoring program	3.88	3.52	3.34	3.92	3.12	3.77	2.82	3.52	3.24
96. Incorporate world of work into math	4.33	4.19	4.22	3.78	4.38	4.66	3.70	4.58	4.11
114. Implement program modifications	-	-	-	4.70	3.94	-	-	4.44	3.65
119. Locate instructional materials for special needs	-	-	-	4.19	4.42	-	-	4.28	3.64
120. Select instructional materials for special needs	-	-	-	4.05	4.45	-	-	4.36	3.62
131. Adapt curriculum/instruction for special needs	-	-	-	4.38	4.38	-	-	4.48	3.58
IP/II TOTAL									
<u>II/CG - IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE</u>									
14. Adjust program to suit student personalities			4.19	4.00	3.94	4.45	4.08	4.15	3.85
68. Employ role-playing	3.69	3.58	4.08	2.81	3.74	4.29	4.10	4.05	3.72
71. Utilize problem-solving	4.02	3.91	3.90	4.22	4.15	4.46	4.12	3.90	4.00
II/CG TOTAL									

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4)

Means for Groups
by Role Function Categories

9

Items and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED
<u>QA/II - CLASSROOM MANAGEMENT/ IMPLEMENTING INSTRUCTION</u>									
23. Develop reinforcement techniques	4.54	4.43	4.44	4.35	4.56	4.69	4.62	4.34	4.31
<u>CG/CL - COUNSELING AND GUIDANCE/ COLLABORATION AND LIAISON</u>									
86. Involve family	4.16	3.95	4.27	4.16	4.32	4.49	4.57	4.56	3.97
<u>AS/CL - ADMINISTRATION AND SUPERVISION/ COLLABORATION AND LIAISON</u>									
79. Conduct teacher conferences	4.24	3.99	4.25	4.62	3.56	4.38	4.13	4.07	3.72
<u>II/CG/IP - IMPLEMENTING INSTRUCTION/ COUNSELING AND GUIDANCE/ INSTRUCTIONAL PLANNING</u>									
117. Use diagnostic test results for special needs	-	-	-	4.38	4.35	-	-	4.42	3.59
118. Use achievement test results for special needs	-	-	-	4.41	4.29	-	-	4.23	3.56
II/CL/IP TOTAL									

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Means for Groups
by Role Function Categories

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Items and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED
IP/II/QM - <u>INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT</u>	4.23	3.84	3.83	3.49	4.36	4.58	3.18	4.11	4.05
CG/II/QM - <u>COUNSELING AND GUIDANCE/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT</u>	4.04	4.03	3.95	4.32	4.18	4.49	4.09	4.10	3.93
103. Devise problem-solving techniques									
AS/EA - <u>ADMINISTRATION AND SUPERVISION/ EVALUATION AND ASSESSMENT</u>	3.32	3.31	-	-	-	-	-	-	-
14. Conduct PRIDE review									

- 1 Item for these groups was "Complete course of study".
- 2 Item for these groups was "Organize program review".
- 3 Typographic errors on questionnaire made this item meaningless for these groups.
- 4 Item for these groups was "Identify counseling techniques".
- 5 Item for these groups was "Prepare activity schedule".

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Rank Order for Groups by
Role Function Categories

2

Item and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED
CO - COORDINATION (Cont.)									
74. Identify entry level jobs in community	70.0	15.0	4.0	40.5	100.0	108.5	2.0	76.5	15.5
78. Establish job placement policy	35.0	7.0	3.0	107.0	122.5	98.0	3.0	76.5	24.5
82. Develop student training plans	73.0	82.0	20.0	86.0	119.0	93.5	20.0	105.5	48.0
82a. Facilitate school and employer training	-	-	6.0	111.5	136.0	107.0	5.0	62.0	70.5
83. Inform employer of student progress	78.5	60.5	70.0	126.0	134.0	116.0	45.5	112.0	92.0
84. Inform employers of responsibilities	17.0	18.0	12.0	132.5	135.0	119.0	1.0	83.5	58.0
123. Identify entry level jobs for special needs	-	-	-	92.0	116.0	-	-	48.0	86.5
CO TOTAL									
BF - BASIC EDUCATIONAL FOUNDA- TIONS/PREPARATION									
4a. Establish plan for professional development	-	-	54.5	32.5	37.0	53.0	40.0	111.0	50.5
II - IMPLEMENTING INSTRUCTION									
50. Give a lecture	110.5	109.0	111.0	113.5	80.0	115.0	103.0	137.0	33.5
51. Present demonstration	83.0	74.0	73.0	97.0	58.0	56.5	59.0	79.0	5.0
64. Operate A-V equipment	63.0	20.0	87.5	120.5	49.5	68.5	74.0	104.0	31.0
65. Implement team teaching	112.0	110.5	106.0	118.0	103.5	89.0	100.0	127.0	139.0
66. Stimulate learning thru brainstorming	94.0	73.0	81.0	122.0	82.5	83.5	93.0	114.5	133.0

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Rank Order for Groups by
Role Function Categories

3

Item and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED
<u>II - IMPLEMENTING INSTRUCTION</u> (Cont.)									
67. Employ oral questioning techniques	65.0	32.0	56.5	62.5	29.5	68.5	63.0	87.0	17.5
69. Employ project method	89.0	98.0	102.0	118.0	84.5	80.0	90.0	116.0	45.5
II TOTAL									
<u>EA - EVALUATION AND ASSESSMENT</u>									
10. Identify learning disabilities	1.0	9.0	64.5	50.5	95.5	68.5	86.0	33.5	43.5
13. Identify personality patterns	52.5	31.0	49.0	59.5	41.5	64.0	45.5	76.5	68.5
27. Organize program review and evaluation	107.0 ²	106.0 ²	59.5	89.5	122.5	96.0	57.5	126.0	128.0
33. Construct tests re: objectives	81.0	92.0	80.0	103.5	49.5	31.0	95.0	93.0	39.0
38. Administer diagnostic tests	57.5	104.0	89.5	83.0	58.0	14.5	81.0	41.0	89.5
59. Chart student progress	49.5	50.0	36.5	43.0	8.5	6.0	43.5	53.5	15.5
60. Identify emotional factors re: class	18.5	15.0	46.0	46.0	29.5	27.0	78.5	10.0	12.0
62. Determine effectiveness of instruction	14.0	15.0	39.5	24.0	12.5	22.0	62.0	12.5	1.5
73. Evaluate progress at training station	10.0	2.0	1.0	76.0	103.5	101.0	4.0	83.5	6.0
73a. Evaluate progress at learning center	-	-	10.5	95.0	80.0	54.5	64.0	70.0	9.0
88. Identify emotional factors re: reading	25.5	48.0	91.0	80.0	71.0	72.0	104.5	16.5	65.5
89. Identify intellectual factors re: reading	29.5	50.0	94.0	68.0	49.5	78.0	108.0	23.5	70.5
90. Assess student reading level	9.0	33.5	98.0	72.5	32.5	10.0	107.0	16.5	56.0
91. Diagnose reading problems	11.5	46.5	99.0	80.0	49.5	27.0	116.0	4.5	58.0
94. Assess comprehension of math	32.5	46.5	78.0	62.5	29.5	13.0	106.0	10.0	42.0
95. Devise alternative grading methods	69.0	66.0	110.0	72.5	74.0	68.5	99.0	80.5	89.5

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Rank Order for Groups by
Role Function Categories

4

Item and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED
<u>EA - EVALUATION AND ASSESSMENT</u>									
(Cont.)									
97. Evaluate student reading progress	20.5	58.0	96.0	89.5	29.5	11.5	114.0	12.5	86.5
98. Identify physical factors re: reading	27.0	55.0	96.0	72.5	54.5	50.0	110.0	36.5	84.0
99. Administer diagnostic reading tests	31.0	83.5	113.5	100.0	71.0	36.0	119.0	31.0	121.5
100. Diagnose reading difficulties	23.5	71.0	108.5	100.0	64.0	41.0	118.0	23.5	115.5
101. Identify educational factors re: reading	44.0	63.5	104.5	59.5	49.5	47.5	117.0	23.5	106.0
102. Interpret vocational interest tests	68.0	69.5	26.5	50.0	113.0	86.0	9.5	70.0	104.5
102a. Interpret psychological tests	-	-	63.0	83.0	92.5	93.5	86.0	70.0	136.5
102b. Interpret educational tests	-	-	66.5	38.5	67.5	46.0	71.0	59.5	125.5
111. Assess individual's ability to modify own behavior	11.5	19.0	18.0	30.0	37.0	47.5	42.0	23.5	27.5
115. Construct tests re: objectives for special needs	-	-	-	76.0	74.0	-	-	43.0	127.0
116. Give diagnostic tests to special needs students	-	-	-	87.0	61.5	-	-	28.5	130.5
125. Assess reading levels of special needs students	-	-	-	56.0	54.5	-	-	28.5	102.5
128. Assess ability of special needs students	-	-	-	30.0	41.5	-	-	7.5	94.0
132a. Assess psychomotor skills of special needs students	-	-	-	66.0	88.5	-	-	59.5	91.0
132b. Assess psychomotor skills of regular students	-	-	-	142.0	142.0	-	-	101.5	72.0

EA TOTAL

AS - ADMINISTRATION AND SUPERVISION

1. Estimate materials' cost
4. Establish plan for in-service
5. Assist students in scheduling
7. Organize advisory committee

103.0	108.0	117.0	129.5	109.0	99.5	104.5	134.0	80.5
93.0	93.0	86.0	27.0	114.5	97.0	67.5	121.0	111.5
28.0	22.0	39.5	92.0	109.0	43.0	71.0	83.5	134.0
109.0	98.0	104.5	94.0	138.5	118.0	73.0	140.0	48.0

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Rank Order for Groups by
Role Function Categories

5

Item and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VO
<u>AS - ADMINISTRATION AND SUPERVISION</u>									
(Cont.)									
17. Complete state reports	62.0	80.5	73.0	40.5	120.0	111.0	24.5	131.5	13
18. Identify government guidelines	46.0	53.0	38.0	15.5	95.5	91.5	24.5	110.0	12
19. Prepare a budget	97.0	100.0	108.5	124.5	126.0	99.5	71.0	128.5	8
22. Establish transportation procedures	95.0	78.0	71.0	136.0	138.5	117.0	43.5	142.0	14
45. Construct progress reporting system	35.0	29.5	- 3	66.0	12.5	- 3	- 3	45.0	2
75. Develop process for student selection	6.0	1.0	13.0	64.0	129.5	95.0	9.5	100.0	1
87. Inform school officials of responsibilities	54.0	66.0	28.5	46.0	106.5	76.0	35.0	48.0	9
110. Identify requirements of vocational programs	18.5	59.0	41.0	20.0	97.0	56.5	17.0	66.0	3
122. Develop methods for mainstreaming	-	-	-	25.0	87.0	-	-	7.5	11
AS TOTAL									
<u>CG - COUNSELING AND GUIDANCE</u>									
52. Conduct student conference	3.5	4.5	10.5	7.0	16.5	16.0	17.0	59.5	2
57. Moderate discussion re: sensitive issues	56.0	38.0	72.0	105.5	58.0	61.0	80.0	70.0	7
104. Identify drug abuse symptoms	45.0	38.0	54.5	43.0	67.5	62.0	49.5	19.0	1
105. Locate help for drug problems	47.5	26.5	51.0	69.5	90.0	43.0	36.0	14.0	3
106. Develop value clarification strategies	55.0	40.5	53.0	92.0	67.5	50.0	49.5	51.5	7
107. Demonstrate awareness of sound counseling techniques	59.5 ⁴	43.0 ⁴	19.0	10.0	41.5	40.0	34.0	56.0	3
107a. Use sound counseling techniques	-	-	16.0	11.0	41.5	27.0	21.5	50.0	3
108. Inform students of scholarships	110.5	110.5	119.0	113.5	127.5	102.5	88.5	139.0	6
109. Conduct orientation for programs	51.0	79.0	66.5	27.0	109.0	78.0	23.0	101.5	12

Rank Order for Groups by
Role Function Categories

6

Item and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED
CG - COUNSELING AND GUIDANCE									
(Cont.)									
112. Direct students into alternative programs	32.5	35.5	22.5	20.0	101.0	45.0	31.5	66.0	82.5
129. Direct special needs students	-	-	-	34.0	98.5	-	-	36.5	118.0
CG TOTAL									
CL - COLLABORATION AND LIAISON									
25. Communicate subject goals	67.0	69.5	50.0	37.0	88.5	22.0	65.0	117.0	123.5
26. Coordinate with law enforcement	98.0	85.5	96.0	118.0	131.0	105.0	67.5	133.0	142.0
76. Conduct home visitation	2.0	8.0	7.0	100.0	91.0	38.5	13.0	96.0	132.0
77. Conduct parent conference	35.0	21.0	15.0	2.5	5.0	3.0	31.5	20.5	50.5
80. Coordinate with participating schools	105.0	105.0	32.5	14.0	132.5	102.5	26.5	120.0	135.0
85. Inform parents of responsibilities	29.5	28.0	8.0	53.5	80.0	73.5	17.0	26.5	31.0
113a. Conduct parent conference re: special students	-	-	-	1.0	1.0	-	-	6.0	82.5
113b. Conduct parent conference re: regular students	-	-	-	140.0	140.0	-	-	76.5	67.0
CL TOTAL									
RA - RECORDKEEPING AND ACCOUNTABILITY									
8. Maintain data files for students	7.0	3.0	2.0	5.0	22.5	8.5	12.0	38.5	39.0
20. Develop a filing system	42.5	24.0	36.5	12.5	76.5	59.0	30.0	122.0	39.0
21. Compile records	3.5	6.0	5.0	2.5	19.5	19.5	14.0	63.5	11.0
61. Develop attendance recording system	13.0	4.5	58.0	109.5	45.0	59.0	61.0	128.5	1.5
RA TOTAL									

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Rank Order for Groups by
Role Function Categories

7

Item and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED
<u>CM - CLASSROOM MANAGEMENT</u>									
53. Design classroom physical plan	77.0	88.5	115.0	129.5	67.5	78.0	115.0	95.0	86.5
55. Develop storage system	89.0	77.0	112.0	108.0	86.0	83.5	102.0	124.5	45.5
56. Develop work area cleaning schedule	102.0	112.0	116.0	141.0	106.5	86.0	91.5	138.0	21.0
63. Utilize classroom facilities	20.5	12.5	76.0	102.0	41.5	22.0	91.5	63.5	3.0
CM TOTAL									
EX - <u>EXTRACURRICULAR ACTIVITIES</u>									
6. Organize club program	105.0	101.5	118.0	139.0	127.5	105.0	96.0	141.0	115.5
PR - <u>PUBLIC RELATIONS</u>									
9. Develop presentation on philosophy and goals	75.0	68.0	46.0	38.5	117.5	86.0	38.0	114.5	100.5
11. Publicize program in school	65.0	53.0	46.0	66.0	102.0	64.0	48.0	108.5	33.5
12. Publicize program in community	75.0	29.5	9.0	88.0	114.5	88.0	8.0	98.5	23.0
81. Develop public relations literature	99.0	75.5	42.0	72.5	132.5	110.0	28.5	130.0	108.5
PR TOTAL									
UNIONS									
<u>EA/IP - EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING</u>									
92. Prescribe remedial math	15.5	42.0	87.5	50.5	26.0	24.0	109.0	2.0	53.5
93. Prescribe remedial reading	8.0	35.5	92.5	59.5	37.0	19.5	112.0	2.0	61.0
126. Prescribe remedial math for special needs students	-	-	-	53.5	49.5	-	-	26.5	118.0
127. Prescribe remedial reading for special needs +	-	-	-	56.0	34.5	-	-	16.5	111.5
EA/IP TOTAL									

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Rank Order for Groups by
Role Function Categories

8

Item and Role Function Category	OWA	OME	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED
IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION									
2. Implement program modifications	47.5	33.5	34.0	12.5	76.5	73.5	53.5	80.5	53.5
24. Arrange field experiences	84.0	63.5	64.5	132.5	98.5	66.0	38.0	91.0	79.0
35. Incorporate deductive thinking	80.0	87.0	85.0	109.5	49.5	75.0	84.0	87.0	48.0
36. Incorporate inductive thinking	78.5	83.5	84.0	111.5	58.0	71.0	83.0	87.0	61.0
39. Utilize diagnostic tests	72.5	80.5	35.0	22.5	22.5	1.0	47.0	35.0	97.5
40. Utilize A-V aids	37.5	12.5	77.0	105.5	26.0	31.0	69.0	73.5	20.0
42. Utilize achievement test results	82.0	94.5	79.0	43.0	58.0	14.5	66.0	91.0	129.0
46. Locate instructional materials	23.5	17.0	59.5	48.0	6.5	36.0	82.0	42.0	10.0
47. Select instructional materials	15.5	11.0	61.5	78.0	10.0	8.5	76.0	38.5	7.0
58. Prepare student activity schedule	59.5	53.0	101.0	135.0	78.0	50.0	78.5	113.0	61.0
70. Establish tutoring program	75.0	94.5	100.0	59.5	111.5	91.5	111.0	119.0	138.0
96. Incorporate world of work into math	25.5	24.0	30.0	76.0	14.5	5.0	75.0	2.0	36.0
114. Implement program modifications	-	-	-	5.0	64.0	-	-	16.5	107.0
119. Locate instructional materials for special needs	-	-	-	32.5	11.0	-	-	40.0	108.5
120. Select instructional materials for special needs	-	-	-	46.0	8.5	-	-	30.0	114.0
131. Adapt curriculum/instruction for special needs	-	-	-	17.5	14.5	-	-	10.0	120.0
IP/II TOTAL									
II/CG - IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE									
14. Adjust program to suit student personalities	-	-	31.0	50.0	64.0	36.0	57.5	53.5	75.5
68. Employ role-playing	91.5	91.0	44.0	120.5	84.5	54.5	53.5	70.0	94.0
71. Utilize problem-solving	61.0	62.0	56.5	30.0	34.5	33.5	52.0	91.0	53.5
II/CG TOTAL									

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Rank Order for Groups by
Role Function Categories

Item and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED
CM/II - <u>CLASSROOM MANAGEMENT/ IMPLEMENTING INSTRUCTION</u>									
23. Develop reinforcement techniques	5.0	10.0	14.0	20.0	4.0	4.0	19.0	32.0	13.5
CG/CL - <u>COUNSELING AND GUIDANCE/ COLLABORATION AND LIAISON</u>									
86. Involve family	49.5	56.5	22.5	35.5	19.5	27.0	21.5	4.5	58.0
AS/CL - <u>ADMINISTRATION AND SUPERVISION/ COLLABORATION AND LIAISON</u>									
79. Conduct teacher conferences	39.0	50.0	26.5	9.0	92.5	43.0	51.0	66.0	94.0
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/ COUNSELING AND GUIDANCE/ INSTRUCTIONAL PLANNING</u>									
117. Use diagnostic test results for special needs	-	-	-	17.5	18.0	-	-	20.5	118.0
118. Use achievement test results for special needs	-	-	-	15.5	22.5	-	-	45.0	123.5
II/CL/IP TOTAL									

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Rank Order for Groups by
Role Function Categories

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Item and Role Function Category	OWA	OWE	W-S	COORD/ COORD	COORD/ TEACHER	SUP./ TEACHER	SUP./ W-S	EMR	VOED
IP/II/QM - <u>INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT</u>	40.5	72.0	68.5	96.0	16.5	11.5	98.0	57.0	43.5
54. Group students									
CG/II/QM - <u>COUNSELING AND GUIDANCE/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT</u>	57.5	44.0	52.0	22.5	32.5	27.0	55.5	59.5	65.5
103. Devise problem-solving techniques									
AS/EA - <u>ADMINISTRATION AND SUPERVISION/ EVALUATION AND ASSESSMENT</u>	108.0	107.0	-	-	-	-	-	-	-
14. Conduct PRIDE review									

- 1 Item for these groups was "Complete course of study".
- 2 Item for these groups was "Organize program review".
- 3 Typographic errors on questionnaire made this item meaningless for these groups.
- 4 Item for these groups was "Identify counseling techniques".
- 5 Item for these groups was "Prepare activity schedule".

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Table 3
Means for VOED Subgroups
by Role Function Categories

Items and Role Function Category	Agr.	BOE	DE	T&I	Home Ec.
IP - INSTRUCTIONAL PLANNING					
15. Identify resource people	3.864	3.618	3.900	4.006	4.308
16. Identify field trip sites	3.667	3.561	3.600	3.728	4.000
30. Develop local program objectives	3.909	4.214	4.300	4.055	4.346
31. Estimate time for unit	3.909	4.321	4.000	4.080	4.231
32. Develop unit plan	4.136	4.346	4.300	4.239	4.577
34. Organize career education unit	3.591	3.727	3.800	3.516	4.077
37. Write behavioral objectives	3.227	3.339	3.700	3.864	4.040
41. Incorporate business and industry	4.046	3.268	3.444	3.895	3.192
43. Develop course of study	3.864	3.875	4.000	4.295	4.520
44. Organize weekly plan	4.150	4.439	4.400	4.448	4.615
48. Contact reading resources	3.450	3.250	3.400	3.607	3.577
49. Construct lesson plan	4.350	4.411	4.200	4.592	4.615
121a. Develop VoEd materials for special needs	3.667	3.522	3.778	3.819	4.044
121b. Develop VoEd materials for regular students	4.053	3.979	4.444	4.248	4.087
124. Develop training plans for special needs	3.474	3.370	3.667	3.778	4.000
130. Develop IEPs	3.421	3.244	3.556	3.683	3.609
IP TOTAL					
CO - COORDINATION					
3. Research trends in business and industry	3.864	4.263	4.700	4.037	4.000
3a. Survey trends in business and industry	3.864	4.175	3.800	3.858	3.769
28. Conduct student follow-up studies	3.682	3.860	3.700	3.808	4.077
29. Conduct employer appreciation program	4.000	3.446	4.100	3.673	3.846
72. Construct procedure for job relocation	3.895	3.873	4.000	4.099	3.769
81					82

Means for VOED Subgroups
by Role Function Categories

2

Item and Role Function Category	Agr.	BOE	DE	T&I	Home Ec.
<u>OO - COORDINATION (Cont.)</u>					
74. Identify entry level jobs in community	4.300	4.268	4.400	4.282	4.423
78. Establish job placement policy	4.318	3.927	4.600	4.252	4.200
82. Develop student training plans	4.091	3.786	3.500	4.189	3.720
82a. Facilitate school and employer training	4.000	3.746	4.100	3.911	4.040
83. Inform employer of student progress +	3.727	3.491	3.700	3.799	3.840
84. Inform employers of responsibilities	4.046	3.774	4.400	3.994	4.000
123. Identify entry level jobs for special needs	3.526	3.413	3.889	3.854	4.087
OO TOTAL					
<u>BF - BASIC EDUCATIONAL FOUNDATIONS/PREPARATION</u>					
4a. Establish plan for professional development	3.682	3.807	3.900	4.130	4.154
<u>II - IMPLEMENTING INSTRUCTION</u>					
50. Give a lecture	3.790	4.000	3.800	4.250	3.923
51. Present demonstration	4.450	4.386	4.200	4.583	4.462
64. Operate A-V equipment	4.200	3.754	3.900	4.258	4.154
65. Implement team teaching	3.500	2.772	3.000	3.248	2.875
66. Stimulate learning thru brainstorming	3.450	3.196	3.700	3.531	3.625

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Means for VOED Subgroups
by Role Function Categories

3

Item and Role Function Category	Agr.	BOE	DE	T&I	Home Ec.
<u>II - IMPLEMENTING INSTRUCTION</u>					
(Cont.)					
67. Employ oral questioning techniques	4.250	4.088	4.300	4.329	4.500
69. Employ project method	4.100	3.893	3.800	4.056	4.346
II TOTAL					
<u>EA - EVALUATION AND ASSESSMENT</u>					
10. Identify learning disabilities	3.864	3.696	3.900	4.140	4.440
13. Identify personality patterns	3.864	3.737	4.000	3.970	3.885
27. Organize program review and evaluation	3.636	3.579	3.600	3.450	3.808
33. Construct tests re: objectives	4.000	4.111	4.500	4.068	4.240
38. Administer diagnostic tests	3.591	3.673	2.900	3.882	3.615
59. Chart student progress	3.650	4.140	3.900	4.433	4.423
60. Identify emotional factors re: class	3.900	4.211	4.300	4.346	4.731
62. Determine effectiveness of instruction	4.400	4.597	4.300	4.650	4.692
73. Evaluate progress at training station	4.450	4.286	4.900	4.531	4.692
73a. Evaluate progress at learning center	4.400	4.346	4.625	4.370	4.560
88. Identify emotional factors re: reading	3.762	3.620	4.000	3.988	4.240
89. Identify intellectual factors re: reading	3.714	3.667	4.000	3.950	4.200
90. Assess student reading level	3.714	3.940	3.500	4.063	4.080
91. Diagnose reading problems	3.714	3.922	3.400	4.019	4.160
94. Assess comprehension of math	4.000	4.000	4.000	4.076	4.120
95. Devise alternative grading methods	3.700	3.981	3.200	3.669	4.120

Means for VOED Subgroups
by Role Function Categories

4

Item and Role Function Category	Agr.	BOE	DE	T&I	Home Ec.
<u>EA - EVALUATION AND ASSESSMENT</u> (Cont.)					
97. Evaluate student reading progress	3.650	3.673	3.400	3.822	3.920
98. Identify physical factors re: reading	3.700	3.628	3.100	3.854	4.040
99. Administer diagnostic reading tests	3.600	3.404	2.800	3.684	3.520
100. Diagnose reading difficulties	3.600	3.385	3.000	3.739	3.560
101. Identify educational factors re: reading	3.714	3.472	3.100	3.777	3.640
102. Interpret vocational interest tests	3.476	3.415	3.800	3.790	3.640
102a. Interpret psychological tests	3.400	3.000	3.400	3.487	3.400
102b. Interpret educational tests	3.600	3.283	3.500	3.650	3.480
111. Assess individual's ability to modify own behavior	4.000	4.160	4.000	4.163	4.458
115. Construct tests re: objectives for special needs	3.350	3.500	3.444	3.593	3.478
116. Give diagnostic tests to special needs students	3.450	3.422	3.556	3.569	3.348
125. Assess reading levels of special needs students	3.579	3.422	3.889	3.776	3.727
128. Assess ability of special needs students	3.632	3.378	3.667	3.809	3.909
132a. Assess psychomotor skills of special needs students	3.579	3.636	3.889	3.783	3.826
132b. Assess psychomotor skills of regular students	3.895	3.689	3.889	3.915	3.917
EA TOTAL					
AS - ADMINISTRATION AND SUPERVISION					
1. Estimate materials' cost	4.046	3.737	3.200	3.863	3.731
4. Establish plan for in-service	3.500	3.456	3.400	3.738	3.539
5. Assist students in scheduling	3.727	3.404	3.600	3.413	3.269
7. Organize advisory committee	4.182	4.053	3.600	4.019	4.039
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Means for VOED Subgroups
by Role Function Categories

5

Item and Role Function Category	Agr.	BOE	DE	T&I	Home Ec.
<u>AS - ADMINISTRATION AND SUPERVISION</u>					
(Cont.)					
17. Complete state reports	3.273	3.255	3.600	3.414	3.308
18. Identify government guidelines	3.455	3.346	3.900	3.605	3.539
19. Prepare a budget	3.818	3.411	3.400	3.982	3.769
22. Establish transportation procedures	3.409	2.509	4.000	3.170	3.077
45. Construct progress reporting system	4.150	4.316	4.000	4.220	4.308
75. Develop process for student selection	4.000	4.250	4.700	4.364	4.160
87. Inform school officials of responsibilities	3.429	3.630	4.000	3.783	3.560
110. Identify requirements of vocational programs	4.048	4.020	4.100	4.168	3.917
122. Develop methods for mainstreaming	3.368	3.326	3.778	3.722	3.783
AS TOTAL					
<u>CG - COUNSELING AND GUIDANCE</u>					
52. Conduct student conference	4.100	4.158	4.500	4.154	4.560
57. Moderate discussion re: sensitive issues	3.600	3.684	3.300	3.890	4.240
104. Identify drug abuse symptoms	4.143	3.981	3.800	4.378	4.360
105. Locate help for drug problems	3.952	3.906	3.800	4.232	4.360
106. Develop value clarification strategies	3.800	3.635	3.500	3.878	4.280
107. Demonstrate awareness of sound counseling	3.650	3.735	3.700	3.910	4.042
107a. Use sound counseling techniques	3.650	3.740	3.778	3.894	4.125
108. Inform students of scholarships	3.619	3.647	3.800	4.062	4.083
109. Conduct orientation for programs	4.000	4.098	4.000	4.101	4.042
AS TOTAL					

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Means for VOED Subgroups
by Role Function Categories

6

Item and Role Function Category	Agr.	BOE	DE	T&I	Home Ec.
<u>CG - COUNSELING AND GUIDANCE</u>					
(Cont.)					
112. Direct students into alternative programs	3.714	3.863	3.700	3.824	3.583
129. Direct special needs students	3.421	3.289	3.556	3.697	3.667
CG TOTAL					
<u>CL - COLLABORATION AND LIAISON</u>					
25. Communicate subject goals	3.546	3.474	3.400	3.624	3.400
26. Coordinate with law enforcement	3.000	2.263	2.700	2.789	2.692
76. Conduct home visitation	4.227	3.161	3.800	3.427	3.708
77. Conduct parent conference	3.773	3.946	4.100	4.037	4.231
80. Coordinate with participating schrools	3.227	3.291	3.800	3.484	3.280
85. Inform parents of responsibilities	3.955	3.855	4.400	4.203	4.360
113a. Conduct parent conference re: special students	3.350	3.660	4.000	3.857	4.087
113b. Conduct parent conference re: regular students	3.400	3.813	4.333	3.966	4.136
CL TOTAL					
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>					
8. Maintain data files for students	4.182	3.860	4.400	4.098	4.500
20. Develop a filing system	4.136	3.679	4.200	4.221	4.200
21. Compile records	4.227	4.196	4.100	4.370	4.640
61. Develop attendance recording system	4.300	4.597	4.500	4.665	4.615
RA TOTAL				*	

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Means for VOED Subgroups
by Role Function Categories

7

Item and Role Function Category	Agr.	BOE	DE	T&I	Home Ec.
<u>CM - CLASSROOM MANAGEMENT</u>					
53. Design classroom physical plan	3.350	3.702	4.111	+3.826	3.760
55. Develop storage system	3.900	3.702	3.700	4.189	4.115
56. Develop work area cleaning schedule	4.100	3.842	3.300	4.465	4.154
63. Utilize classroom facilities	4.100	4.579	4.400	4.616	4.560
<u>CM TOTAL</u>					
<u>EX - EXTRACURRICULAR ACTIVITIES</u>					
6. Organize club program	3.864	3.912	4.400	3.407	3.731
<u>PR - PUBLIC RELATIONS</u>					
9. Develop presentation on philosophy and goals	3.318	3.649	3.600	3.761	3.808
11. Publicize program in school	4.048	4.089	4.400	4.110	4.192
12. Publicize program in community	4.318	4.070	4.200	4.265	4.077
81. Develop public relations literature	3.636	3.571	3.700	3.631	3.800
<u>PR TOTAL</u>					
<u>UNIONS</u>					
<u>EA/IP - EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING</u>					
92. Prescribe remedial math	4.000	3.827	3.800	4.044	4.120
93. Prescribe remedial reading	3.950	3.780	3.500	4.000	4.208
126. Prescribe remedial math for special needs students	3.474	3.267	3.778	3.702	3.591
127. Prescribe remedial reading for special needs	3.526	3.400	3.778	3.707	3.636
<u>EA/IP TOTAL</u>					

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Means for VOED Subgroups
by Role Function Categories

8

Item and Role Function Category	Agr.	BOE	DE	T&I	Home Ec.
<u>IP/II - INSTRUCTIONAL PLANNING/</u>					
<u>IMPLEMENTING INSTRUCTION</u>					
2. Implement program modifications	4.091	4.054	4.100	3.949	4.125
24. Arrange field experiences	3.909	3.649	3.900	3.791	4.308
35. Incorporate deductive thinking	3.955	4.073	3.900	3.994	4.304
36. Incorporate inductive thinking	3.750	4.037	3.900	3.917	4.273
39. Utilize diagnostic tests	3.727	3.679	3.000	3.809	3.440
40. Utilize A-V aids	4.182	3.875	3.800	4.368	4.539
42. Utilize achievement test results	3.318	3.291	2.900	3.673	3.462
46. Locate instructional materials	4.150	4.339	4.500	4.372	4.500
47. Select instructional materials	4.400	4.500	4.600	4.479	4.577
58. Prepare student activity schedule	4.150	3.737	4.000	3.939	4.320
70. Establish tutoring program	3.053	3.088	2.500	3.315	3.560
96. Incorporate world of work into math	4.100	3.962	4.100	4.178	4.000
114. Implement program modifications	3.550	3.609	3.444	3.660	3.826
119. Locate instructional materials for special needs	3.500	3.447	3.556	3.710	3.696
120. Select instructional materials for special needs	3.550	3.426	3.556	3.694	3.682
131. Adapt curriculum/instruction for special needs	3.368	3.289	3.556	3.655	3.870
IP/II TOTAL					
<u>II/CG - IMPLEMENTING INSTRUCTIONAL/</u>					
<u>COUNSELING AND GUIDANCE</u>					
14. Adjust program to suit student personalities	4.227	3.667	4.200	3.798	4.154
68. Employ role-playing	3.550	3.632	4.300	3.706	3.920
71. Utilize problem-solving	4.150	3.696	3.800	4.079	4.115
II/CG TOTAL					

Means for VOED Subgroups
by Role Function Categories

9

Item	and Role Function Category	Agr.	BOE	DE	T&I	Home Ec.
CM/II - <u>CLASSROOM MANAGEMENT/</u> <u>IMPLEMENTING INSTRUCTION</u>						
73.	Develop reinforcement techniques	4.050	4.333	4.400	4.267	4.692
CG/CL - <u>COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u>						
86.	Involve family	3.591	3.855	4.100	4.006	4.240
AS/CL - <u>ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u>						
79.	Conduct teacher conferences	3.500	3.519	4.400	3.744	3.920
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u>						
117.	Use diagnostic test results for special needs	3.350	3.378	3.667	3.632	3.870
118.	Use achievement test results for special needs	3.250	3.333	3.778	3.597	3.957
II/CL/IP TOTAL						

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Means for VOED Subgroups
by Role Function Categories

10

Item and Role Function Category	Agr.	BOE	DE	T&I	Home Ec.
IP/II/CM - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>					
54. Group students	3.900	3.857	4.000	4.117	4.154
CG/II/CM - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION</u> <u>CLASSROOM MANAGEMENT</u>					
103. Devise problem-solving techniques	4.143	3.628	3.600	3.975	4.200

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Table 4

Summary of the Frequency and Percentage of Transition Competencies as a
Function of Role Function and Three Levels of Importance

Role, Functions & Respondent Groups	LEVEL OF IMPORTANCE ¹					
	<u>HIGH</u>		<u>MODERATE</u>		<u>LOW</u>	
	F	%	F	%	F	%
<u>Instructional Planning & Implementation</u>						
OWA (n=39) ²	10	26	18	46	11	28
OWE (n=39) Work	5	13	19	49	15	38
STUDY (n=31)	5	16	11	35	15	48
COORD/COORD (n=50)	9	18	14	28	27	54
COORD/TCHR (n=50)	16	32	23	46	11	22
SUP/TEACH (n=40)	21	53	18	45	1	3
SUP/W-S (n=40)	6	15	7	18	27	68
EMR TCHRS (n=53)	15	30	24	48	11	22
VOED (n=51)	9	18	22	43	20	39
<u>Coordination</u>						
OWA (9)	2	22	4	44	3	33
OWE (9)	3	33	3	33	3	33
W-S (11)	7	64	4	36	—	—
C/C (12)	—	—	2	17	10	83
C/T (12)	—	—	—	—	12	100
S/T (11)	—	—	—	—	11	100
S/W-S (11)	10	91	1	9	—	—

Table 4 (continued)

Role, Functions & Respondent Groups	LEVEL OF IMPORTANCE ¹					
	<u>HIGH</u>		<u>MODERATE</u>		<u>LOW</u>	
	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>
EMR/T (12)	—	—	5	42	+7	58
V/T (12)	1	8	9	75	2	17
<u>Counseling/Guidance</u>						
<u>Collab/Liaison</u>						
OWA (16)	5	31	8	50	3	17
OWE (16)	2	13	10	63	4	25
W-S (17)	8	47	7	41	2	12
C/C (20)	7	35	7	35	6	30
C/T (20)	4	20	7	35	9	45
S/T (18)	11	61	4	22	3	17
S/W-S (18)	11	61	4	22	3	17
EMR/T (22)	7	35	9	45	4	20
V/T (20)	1	5	14	70	5	25
<u>Evaluation/Assessment</u>						
OWA (n=22)	14	64	7	32	1	4
OWE (n=22)	5	23	13	59	4	18
Work/Study (n=25)	2	8	8	32	15	60
COORD/TCHR (n=31)	1	3	18	58	12	39
COORD/TCHR (n=25)	1	3	23	74	7	23
SUP/TCHR (n=25)	14	56	8	32	3	12
SUP/W-S (n=25)	3	12	5	20	17	68

Table 4 (cont'd)

Role, Functions & Respondent Groups	LEVEL OF IMPORTANCE ¹					
	<u>HIGH</u>		<u>MODERATE</u>		<u>LOW</u>	
	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>
EMR/TCHR (n=31)	18	52	12	39	1	3
VOED TCHR (n=31)	5	20	14	45	12	39
<u>Admin. Re./Accountability</u>						
OWA (21)	7	33	7	33	7	33
WORK/STUDY (19)	4	21	10	53	5	26
COORD/COORD (21)	4	19	9	43	8	38
COORD/TCHR (21)	3	14	7	33	11	52
SUP/TCHR (21)	10	48	6	28	5	24
SUP/W-S (21)	11	52	5	24	5	24
EMR/TCHR (21)	2	9	6	28	13	62
VOED TCHR (21)	3	14	9	43	9	43

¹ the ranges of mean ratings (on a 5 pt scale) associated with the Level of Importance categories were as follows:

High	4.50 or greater
Moderate	4.0 to 4.49
Low	Less than 3.99

² "n" refers to the number of competencies associated with each category which were derived from pooling categories from the Robinson, Lukose and Adams (1981) Taxonomy effort described above.

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Kent State Transition Competency Studies

APPENDIX A

Contents

Excerpts from:

- (1) Robinson, J. H. & Nichols, C. W. (1981). Teacher in-service for mainstreaming into Vocational Education. Presented to the Annual National Conference of the Association of Teacher Education, Dallas, Texas (February).
 - (a) Impediments to Mainstreaming...into VOED
 - (b) Differences in priority careers of vocational and special education relative to PL 94-142 and mainstreaming.
 - (c) The Project SAVE (Special and Vocational Education) approach to mainstreaming.
 - (d) The Project SAVE In-Service Training model
 - (e) Project SAVE In-Service Training: Role Functions and Competencies
- (2) Robinson, J. H. & Nichols, C. W. (1979). Mainstreaming Ohio's handicapped: The challenge to VOED. Presentation to the Ohio VOED Directors and Supervisors' Annual Meeting. Columbus (July).
 - (a) Outline PL 94-142
 - (b) Impediments to mainstreaming (see above)
 - (c) Assets and resources in meeting the mainstreaming challenge
 - (d) Project SAVE: A plan for response to the mainstreaming challenge
 - (e) Project SAVE: Summary of purpose and objectives
 - (f) The COED Plan

TEACHER IN-SERVICE FOR MAINSTREAMING
INTO VOCATIONAL EDUCATION

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Annual National Conference
Dallas, Texas
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Impediments to Mainstreaming the Handicapped
Into Vocational Education Programs

There are a number of impediments to the development of career and vocational programs for handicapped students which are oriented toward the implementation of the Least Restrictive Alternative (LRA) concept:

1. There is a lack of special education consultant personnel with knowledge of vocational education's "mainstream" skill and trade areas.
2. There are even fewer vocational educators with occupational training and experience who have also been trained to meet the needs of the handicapped.
3. There is a lack of valid, reliable and feasible multi-factored procedures for assessing the vocational aptitudes of the handicapped.
4. A full continuum of service at the job exploration and preparation levels does not exist - for the handicapped or for the nonhandicapped.
 - (a) "Mainstream" vocational programs are targeted on a narrow mastery level skill band.
 - (b) "Special" (special education and vocational special needs) programs focus on entry level and non-skilled jobs.
5. Those staffing special education programs do not have the occupational training and experience of those staffing "mainstream" vocational education programs.
6. In general, there is a lack of effective communication, coordination and cooperation among special education, vocational education and guidance personnel.

**Differences in Priority Concerns of Vocational
and Special Educators Relative to PL 94-142 and Mainstreaming**

The differences may be organized around several of the legally mandated processes: Identification, evaluation, placement and planning, and instruction.

A. IDENTIFICATION:

- (1) The special educator is mandated to treat the initial screening for, and identification of, the handicapped as early as possible as a major priority.
- (2) The vocational educator's central concern with identification is apt to focus upon determining the job preparation needs of those already identified as handicapped and/or disadvantaged.

B. EVALUATION:

- (1) The special educator's major concern is with insuring that, for all handicapped children and youth, the assessment procedures employed:
 - (a) Do not discriminate against pupils of widely different backgrounds, characteristics and handicaps;
 - (b) Supply a multi-factored data base for decision making in order to insure an appropriate placement.
- (2) The vocational educator's major concern will be the establishment of valid, reliable, feasible vocational assessment procedures which:
 - (a) Are relevant to a diverse array of vocational training needs and options;
 - (b) Allow for differential decision making among vocational education options in order to insure an appropriate placement.

(C) PLACEMENT AND PLANNING:

- (1) The special educator's central concerns are apt to be related to the following concerns:

- (a) How to facilitate the acceptance of the handicapped by "mainstream" teachers and students across the full spectra of programs and age levels;
- (b) How to balance concerns over appropriateness of a given curriculum for the child and the LRE mandate;
- (c) How to develop an IEP over curriculum areas outside one's domain of competence;
- (c) How to insure the availability of a full continuum of service.

- (2) The vocational educator's priorities will be to:

- (a) Insure that the placement will not serve to stigmatize the program as special education programs have been stigmatized;
- (b) Insure that the placement takes into account relevant entry and exit requirements for a given training program;
- (c) Participate in the development of IEPs which are designed to meet the vocational education needs of handicapped individuals with which they lack training and experience;
- (d) Deal with the issue of whether the "mainstream" is best defined as placement into a vocational training school site or on a job site on a cooperative basis.

D. INSTRUCTION:

- (1) The special educator must learn:

- (a) To facilitate direct instruction by others as a consultant and resource person;

- (b) About specific programs and curricula about which they know little, so their consultation efforts will be effective and efficient (or at least relevant);
 - (c) To insure the appropriateness of the curriculum for the handicapped individual. *
- (2) The vocational educator must learn:
- (a) To profit from consultants who know little or nothing about their occupational areas or curricula;
 - (b) About specific handicapped youth so that their direct instruction efforts will be effective and efficient (or at least relevant);
 - (c) To insure the integrity of the curriculum for all enrollees.
- *

The immediate need and challenge is to insure that resources are organized and employed to help make sure that "mainstream" vocational educators can:

1. Participate in the placement and IEP development process so that an appropriate vocational education is offered to the handicapped individual.
2. Meet the direct instructional needs of those who are appropriately mainstreamed.
3. Offer consultation services to special education and special needs personnel serving those who cannot be appropriately mainstreamed;
4. Assist in the further development of a full continuum of service options; and
5. Insure the integrity of the present quality vocational education programs.

In order to do the above, there are two particularly pressing concerns facing the field:

1. There needs to be a cost effective means by which screening and differential diagnosis of the handicapped for entry into, and exit from, specific training programs and/or specific jobs can be effected. At present there is no assessment battery which could be used to differentiate likely placements in, for example, auto body versus auto mechanics or among jobs within these occupational areas.

2. There needs to be a means by which special educators can obtain the specific occupational information needed for them to:
- (a) Serve as consultants to vocational education teachers of "mainstreamed" handicapped youth, particularly with respect to assisting the vocational education teacher with related instruction;
 - (b) Offer specific instruction to the handicapped in the context of work adjustment and other pre-vocational programs.
 - (c) Function knowledgeably as coordinators in cooperative school-work programs for the handicapped wherein employers or their staff carry the burden of job-preparation training.

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Kent State's Project SAVE in-service training model is organized around the use of vocational education curricular and instructional resources to teach "mainstream" vocational educators to go through the following steps in developing a differentiated instructional program:

1. Adopt, adapt, or develop, if need be, the appropriate occupational analysis for the teachers' vocational program.
2. Identify appropriate job titles from the Dictionary of Occupational Titles and determine the availability of these on the local job market.
3. Map the task and duty structure from the occupational analysis onto the job titles in order to develop an occupational competency domain and job title competency criteria.
4. Determine the worker trait functions and attributes needed to perform the duties and tasks associated with the job.
5. Assess the relative difficulty of the jobs and interface these with the training program by determining whether the competencies associated with each set of job title criteria was most effectively and efficiently developed in:
 - (a) the two-year mainstream vocational education program;
 - (b) a cooperative placement on the job;
 - (c) a sheltered program for the handicapped.
6. Develop, for each set of job title competency criteria and for the occupational domain structure as a whole, training process and exit assessment procedures (using ratings and job sample procedures).

7. Develop training program entry criteria that can be used to:
 - (a) insure appropriate selection; and
 - (b) direct and focus pre-vocational and/or work adjustment training efforts.
8. Develop, using the occupational analysis and other resources, entry, progress, and exit criteria in related areas stressing:
 - (a) safety rules;
 - (b) vocabulary; and
 - (c) academic competencies and specific examples of the application of such academics.
9. Validate the above using the program advisory committee (and other teachers of the same occupation).

The Project SAVE approach has stressed individualization for all students rather than "special" adjustments for the handicapped.

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Project SAVE In-service Training:

Role Functions and Competencies

A. Core Competencies:

All participants in a Project SAVE workshop will display the following competencies:

The ability to:

- A-1 Describe the social conditions which antedated the mainstreaming movement.
- A-2 Describe the SPED principles and research outcomes which antedated the mainstreaming movement.
- A-3 Describe the legislative history of vocational programming for the handicapped which antedated the mainstreaming movement.
- A-4 Describe a rationale for the LRA concept in general and as applied to career and vocational education.
- A-5 Outline and discuss the basic provisions of PL 94-142.
- A-6 Define and discuss the special handicapping conditions which establish eligibility for SPED; the general characteristics associated with each condition and the typical educational provisions for an individual with a given handicap.
- A-7 Discuss the pros and cons of categorical programming.
- A-8 Describe and use the Dictionary of Occupational Titles.
- A-9 Describe their own educational speciality in such a way that other educators and lay persons can understand the participants' role and function as it relates to career and vocational programming for the exceptional individual.
- A-10 Describe the elements of an IEP.
- A-11 Describe the elements of an adequate vocational assessment and placement process.
- A-12 Describe the basic concepts underlying curriculum and instructional development in vocational education.
- A-13 Describe the basic concepts undergirding the modification, for the handicapped, of educational programs in general and vocational programs in particular.
- A-14 Introspect upon the degree to which stereotyping has influenced their own percepts of the handicapped and make a personal determination as to the implication of this analysis.
- A-15 Define the competencies needed to perform the participants' own role in vocational programming for the exceptional individual.
- A-16 Summarize and critique relevant professional literature.

Role Functions and Competencies....

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B. VOED Role Functions and Teacher Competencies:

Role Function: The VOED teacher instructs students (who may or may not be handicapped) in the tasks, duties, attitudes, knowledge and skills requisite to the performance of a job and/or who coordinates training acquired on-the-job.

The VOED teacher who participates in a Project SAVE workshop will display the following competencies in addition to the core competencies cited above:

The ability to:

- B-1 Adopt, adapt or develop an occupational analysis for the VOED program.
- B-2 Develop occupational (job) competency domain structure.
- B-3 Determine the worker trait functions and attributes needed to perform the job.
- B-4 Determine the appropriateness and cost-effectiveness of job training placements (for a specific job or set of jobs) in:
 - (a) mainstream vocational education programs
 - (b) special needs vocational education programs
 - (c) cooperative placements on the job
 - (d) sheltered workshop programs for the handicapped.
- B-5 Develop training program entry criteria that can be used to:
 - (a) insure appropriate selection/placement
 - (b) direct and focus pre-vocational and/or work adjustment training efforts
- B-6 Develop training program progress and exit criteria.
- B-7 Define the relationship between the VOED teacher's role function in the mainstreaming process and the role function of a SPED mainstreaming coordinator.
- B-8 Participate in the development of an Individualized Vocational Education Plan (IVEP).
- B-9 Identify the safety considerations associated with the VOED program Task and Duty structure.
- B-10 Identify the priority key word vocabulary associated with the VOED program.
- B-11 Identify the academic competencies needed to learn and/or perform the occupation.
- B-12 Develop and use rating scales, job samples, and other appropriate assessment devices to evaluate students, which are referenced to the program Task and Duty structure.

Role Functions and Competencies....

- B-13 Describe, in writing, the jobs which are the target of the program in such a way that lay persons can understand the description.
- B-14 Serve as a resource to On-Job-Training coordinators in developing and implementing an OJT work-study training plan.
- B-15 Make specific instructional curricular adjustments for the handicapped.

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C. SPED Vocational Mainstreaming Coordinators (VMC) Role Functions and Competencies:

Role Function: The SPED VMC coordinates and facilitates the "mainstreaming" of the handicapped into VOED programs. The VMC does not function as a teacher in a direct function capacity but may do a limited amount of tutoring, particularly in "related areas".

The SPED VMC, who participates in a Project SAVE workshop, will display the following competencies in addition to the core competencies cited above:

The ability to:

- C-1 Recommend instructional and curricular modifications in career and vocational goals for all types of handicapping conditions.
- C-2 Conduct a survey of safety skills, attitudes and knowledge needed in VOED training programs.
- C-3 Conduct a survey of academic competencies needed in VOED training programs.
- C-4 Analyze an occupational key word vocabulary according to phoneme-grapheme correspondence, syllabification, and word attack principles.
- C-5 Conduct a diagnostic assessment of the career, consumer, citizenship, social and academic skills of handicapped individuals.
- C-6 Maintain appropriate liaison with parents and family of the handicapped.
- C-7 Make specific recommendations for modified instructional and behavior management strategies.
- C-8 Develop public relation literature.
- C-9 Participate in the development of an IVEP.
- C-10 Perform educational case management functions for mainstreamed handicapped youth.
- C-11 Conduct a follow-up study of mainstreamed handicapped VOED graduates.

The COED Program

Project SAVE

MAINSTREAMING OHIO'S HANDICAPPED:
THE CHALLENGE TO VOCATIONAL EDUCATION

A Presentation

by

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to the

OHIO VOCATIONAL EDUCATION DIRECTORS AND SUPERVISORS' ANNUAL WORKSHOP

Columbus, Ohio
July 30, 1979

GOALS

To summarize the implications of PL 94-142 as they relate to
Vocational Education in Ohio.

To describe a plan to implement the mandates of the law.

To outline Kent State's Project SAVE, an in-service training project
designed to enable Vocational Educators to meet the needs of the
handicapped.

The speakers wish to acknowledge the invaluable contributions
of ELDON REIBOLDT of the Six Area Compact to this work.

MAINSTREAMING OHIO'S HANDICAPPED: THE CHALLENGE TO VOCATIONAL EDUCATION

Jacques H. Robinson
and
Charles W. Nichols
Kent State University

OUTLINE

PL 94-142

PL 94-142 is "the most sweeping civil rights legislation on the books".
The law represents a major challenge to vocational education in Ohio and
across the nation.

The law mandates changes in program for the handicapped organized around:

I. The following concepts:

- A. A free and appropriate education is a civil right.
- B. This education should be as normal as possible.
- C. Students with differing types and degrees of handicaps have different needs.
- D. There must be a full continuum of service to meet these needs and mandates.
- E. Placement upon that continuum entails Mainstreaming and the selection of the Least Restrictive Alternative (LRE).
- F. Disability labels are not a sound guide to education needs.

II. The following processes and challenges to:

- (1) Special and General Education, and
- (2) Vocational Education, in particular.

A. Identification

- (1) of the handicapped
- (2) of their career and vocational education needs

B. Evaluation

- (1) nondiscriminatory, multi-factored assessment
- (2) valid, reliable and feasible vocational assessment

C. Placement

- (1) in least restrictive environment
- (2) development of full continuum of service at career exploration and preparation

D. Instruction

- (1) based upon extensive use of Special Education personnel as consultants
- (2) developing Vocational Education Individual Educational Plan (IEP)

E. Reevaluation

- (1) to insure IEP goals are still appropriate
- (2) to insure progress is being made

F. Mediation and Due Process

- (1) to insure the civil rights of the handicapped and their parents
- (2) to meet the priority demands in career and vocational education

Vocational Education is a priority need on the part of the handicapped.

The "demand" for Vocational Education of the handicapped will be much greater than the "supply".

This demand will be reflected in:

Lawsuits, and

Dumping - inappropriate placement in the mainstream.

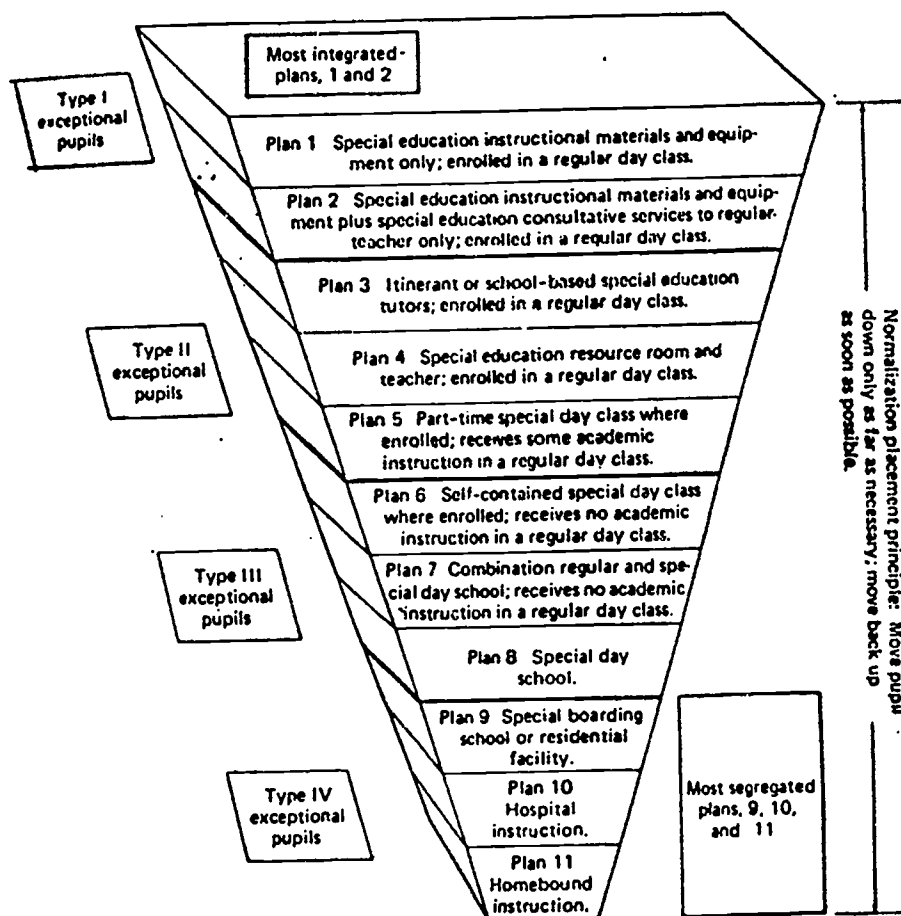
THE FULL CONTINUUM OF SERVICE FOR THE HANDICAPPED

JOB PREPARATION
CONTINUUM

MAINSTREAMING

OWE
SPECIAL NEEDS
EMR SCHOOL WORK

SHELTERED
WORKSHOPS



Source: Dunn, L.M., Exceptional Children in the Schools (2nd Ed.)
N.Y: Holt, Rinehart and Winston, 1973, (p. 37)

Assets and Resources in Meeting the Mainstreaming Challenge:

1. Ohio's vocational educators have, as a group, occupational expertise unsurpassed in the nation.
2. Ohio's vocational instructional systems development model is ideally suited to the implementation of differentiated instructional programs which can accommodate, with ease, those who are appropriately mainstreamed.
3. Ohio's vocational education program accountability model can easily accommodate and validate a mainstreaming program.
4. Ohio's occupational analyses are powerful tools for the development of:
 - (a) Competency specifications for various job titles and job description components;
 - (b) Job criterion and domain referenced vocational assessment procedures for all - not just the handicapped;
 - (c) Pre-vocational assessment procedures referenced to entry level skills.
5. Ohio's special needs, OWA and OWE programs and personnel offer alternative placement options and a source of rare experience and expertise in career and vocational education for the handicapped.
6. Ohio's teacher education and supervisory staff offers an invaluable resource in developing and implementing the in-service training, technical assistance and consultation, needed to meet the mandates of PL 94-142.
7. Ohio's "top-down", systems oriented, vocational education management model can facilitate the rapid development and coordination of the needed programs.
8. Ohio has a number of additional vocational education resources available to guide needed program development:
 - (a) The National Center
 - (b) A number of local exemplary and experimental programs
 - (c) State Department Research and Development efforts.

Project SAVE: A Plan for Response to the Mainstreaming Challenge:

The immediate need and challenge is to insure that the above resources are organized and employed to help make sure that Ohio's "mainstream" vocational educators can:

+

1. Participate in the placement and IEP development process so that an appropriate vocational education is offered to the handicapped;
2. Meet the direct instructional needs of those who are appropriately mainstreamed;
3. Offer consultation services to special education and special needs personnel serving those who cannot be appropriately mainstreamed;
4. Assist in the further development of a full continuum of service options; and
5. Insure the integrity of the present quality vocational education programs in Ohio.

Kent State's Project SAVE in-service training model is organized around the use of the curricular and instructional resources described above to teach "mainstream" vocational educators to go through the following steps in developing a differentiated instructional program:

1. Adopt and adapt (or develop if need be) the appropriate occupational analysis to the teachers' training program.
2. Identify appropriate job titles from the Dictionary of Occupational Titles and check these out on local job market.
3. Map the task and duty structure from the occupational analysis on to the job titles in order to develop an occupational competency domain and job title competency criteria.

4. Assess the relative difficulty of the jobs and interface these with the training program by determining whether the competencies associated with each set of job title criteria is most effectively and efficiently developed in:
 - (a) the two-year mainstream vocational education program,
 - (b) a cooperative placement,
 - (c) a sheltered program for the handicapped.
5. For each set of job title competency criteria, and for the occupational domain structure as a whole, develop training process and exit assessment procedures (there will probably be a heavy reliance upon ratings and job sample procedures for this).
6. Develop training program entry criteria that can be used to:
 - (a) insure appropriate selection,
 - (b) direct and focus pre-vocational and/or work adjustment training efforts.
7. Using the occupational analysis and other resources, develop entry, progress and exit criteria in related areas, stressing:
 - (a) safety rules,
 - (b) vocabulary,
 - (c) academic competencies and specific examples of the application of such academics.
8. Validate the above using the program advisory committee (and other teachers of the same occupation).

The Training Program also supplies:

1. Background material on the law, the handicapped and their needs, which is designed to make teachers more understanding of, and comfortable with, the handicapped.
2. Assistance in dealing with the emotional reactions to handicapping conditions and the legal mandates.

Having tried out this program this past year in two sites, we are now putting this together into an "exportable" in-service training package which can be used by supervisors and teacher educators to train their teachers. These packages are designed to be of use to Vocational Educator Supervisors and Teacher Educator personnel.

We are also working on the development of in-service training packages for:

- (a) special education teachers and supervisors;
- (b) teachers of academic subjects working with VOED students,
- (c) public school system central office administrators, and
- (d) guidance counselors and school psychologists.

In summary, the Project SAVE in-service training program is designed to:

1. Meet the immediate challenges and mandates of the law.
2. Dovetail with, and capitalize upon, Ohio's present vocational education curriculum and instructional development system in an effective and efficient manner.
3. Contribute to the orderly development and implementation of long-term delivery-systems programs which will enhance vocational education for all youth.

This is the ultimate challenge - to respond to this mandate in a creative fashion to insure quality vocational education for all of the youth in Ohio and the nation.

We, at Kent State, would like to join with you as a partner in this effort. If you would like further information, please send us the ⁺ information request form. (See last page)

Project SAVE:1

Special And Vocational Education
Summary of Purpose and ObjectivesImmediate Purpose (Delivery of In-service Training):

The immediate purpose of Project SAVE is to develop and deliver in-service training to teacher of mainstreamed, secondary school-aged, high incidence handicapped youth. The primary target populations are:

1. Teachers in Vocational Education (VOED) programs wherein there are (present and/or planned) provisions to mainstream high incidence handicapped youth.
2. Secondary Education (SEED (Jr. and/or Sr. High) teachers of common branch subjects, or courses with a career or occupational thrust, and who serve (primarily or exclusively) VOED students enrolled in programs that serve Mainstreamed High Incidence Handicapped (MHIH) youth.

3. VOED Administrative and Supervisory (VOED (A&S personnel).

VOED A&S personnel need on-going consultation and assistance in dealing with the problems of relating to SPED A&S personnel in designing adequate service delivery systems for mainstreamed handicapped youth as well as determining in-service needs.

4. SPED Administrative and Supervisory (SPED A&S) personnel.

SPED A&S personnel also need consultation and assistance in designing their mainstreaming programs, particularly in interfacing with VOED programs.

5. LEA pupil personnel staff.

LEA pupil personnel staff, concerned with child find, identification diagnosis, an Individual Educational Plan (IEP) preparation, particularly school psychologists, need consultation and assistance in the design of procedures to mainstream handicapped youth into VOED programs.

This goal is directed at meeting pressing in-service training needs which:

- a) Kent State University (KSU) can meet, at the present time, as a function of joint planning and development efforts of KSU VOED and Special Education (SPED) personnel, and
- b) will contribute to the long-range program development efforts described below.

Long-Range Purpose (Development of Pre-service VOED/SPED Training Programs):

The long-range purpose of this project is to enhance the development of competency based pre- and in-service training programs, jointly sponsored by the VOED and the SPED Departments at KSU. The plans for this effort, called the Comprehensive Occupational Education Development (COED) model are available from the Project Director, Dr. Robinson.

Major Objectives.

I Year 1 (78-79) Objectives

A. Based on Federal Funding:

- 1. Develop VOED/SPED Instructional Objectives
- 2. Conduct VOED/SPED Teacher and Supervisor Percept Study
- 3. Conduct VOED Needs Assessment Study
- 4. Survey Available Resources and Materials.
- 5. Develop VOED In-service Modules and Materials
- 6. Develop Taxonomic Competency and Objective Domain Structure
- 7. Formally Propose Joint VOED/SPED Undergraduate Training Program

B. Based on Local Funding:

- 1. Conduct "Problems" Oriented Workshop/Seminar Courses
- 2. Conduct VOED Supervisors Seminar

II Year II Objectives and Procedures

A. Based on Federal Funding:

1. Conduct Field-based In-service Training for VOED Personnel
2. Evaluate VOED/SPED Modules
3. Develop SEED/SPED Objectives Pool
4. Conduct SEED Teacher and Supervisor Percept Study
5. Conduct SEED Teacher Needs Assessment Study
6. Develop and Pilot SEED/SPED In-service Modules and Materials
7. Develop and Propose a Joint Graduate Level Training Program

B. Based on Local Funding:

1. Conduct "Problems" Oriented In-service Courses
2. Conduct SPED and/or VOED Supervisors Seminar Courses

III Year III Objectives and Procedures

A. To be Proposed for Federal Funding

1. Evaluate SEED/SPED Modules and Materials
2. Conduct Field-based In-service Training for SEED/SPED and VOED Personnel
3. Continue Program Development Efforts
4. Initiate Degree Training Programs
5. Develop and Disseminate Modules and Reports

B. To be Proposed for Local Funding

1. Continue In-service Coursework

¹Project SAVE is funded by the Training Branch, Bureau of the Education of the Handicapped.

KENT STATE UNIVERSITY

The COED Program
The Comprehensive Occupational Education Development Program

The Comprehensive Occupational Education Development (COED) program is a long range interdepartmental effort of the Vocational Counseling and Personnel Services and Special Education Departments of Kent State University to design, implement and validate competency based graduate and undergraduate level in-service and pre-service degree programs which will offer systematic training for those interested in the following role functions:

INSTRUCTIONAL OPTIONS

1. Occupational Instructor for Physically and Sensory Handicapped Programs
2. Occupational Instructor for E.M.R. Programs
3. Occupational Instructors for C.E.T.A. Programs
4. Occupational Instructors for T.M.R. Programs and the Multiple-Handicapped
5. Occupational Instructors for Educationally Disadvantaged Programs
6. Occupational Instructors for Programs in Penal Institutions

COORDINATION OPTIONS

1. Occupational Work Adjustment Coordinators
2. Occupational Work Experience Coordinators
3. Occupational Instruction Resource Coordinators
4. Occupational Work Evaluators
5. E.M.R. Work Study Coordinators
6. Workshop Supervisor-Coordinator

ADMINISTRATION OPTIONS

1. Occupational Supervisor
2. Vocational Administrator
3. Workshop Director

RESOURCE SPECIALIST OPTIONS

1. Remediation Consultant Specialist
2. Resource Instructional Specialist
3. Career Education Resource Specialist

KSU's Institution Action Plan for COED was developed at, and funded by, the First National Workshop on Vocational Education for Special Needs Students, Champaign-Urbana, Illinois, January, 1976.

Kent State Transition Competency Studies

APPENDIX B

Contents

Excerpts from:

- (1) Robinson, J. H., Robinson, D. R., Adams, B., and Lukose, S. (1981). A taxonomic approach to the synthesis of competency research. Presentation to the annual meeting of The Eastern Educational Research Association, Philadelphia, PA (March).
 - (a) Exhibit I: Distribution of transition* competencies included in fourteen studies as a function of role function and levels of generality.
 - (b) Exhibit II: Distribution of the* competency statement (as of 1981) for the Kent State University studies as a function of role function and levels of generality.
 - (c) Coding scope notes, KSU Transition* competency taxonomy study.

These are based upon:

Robinson, J. H., Robinson, D. R., Adams, B. K., & Lukose, S. (1981). A taxonomy of professional education competencies related to the vocational education of special needs students, Phase I: Analysis of prior competency studies. Kent OH: Kent State University, June. Abstracted in Resources in Education, September, (ERIC-VOED ED 200 796).

A Taxonomic Approach to the
Synthesis of Competency Research

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Presented at:

The Annual Meeting of the
Eastern Educational Research Association

Philadelphia

March 12, 1981

Abstract

A Taxonomy of Professional Education Competencies Related to the Vocational Education of Special Needs Students

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The purpose of this paper is to describe the rationale and procedures, by precept and example, for using a taxonomic approach to the synthesis of research and development efforts directed at implementing competency based personnel preparation programs. Step-by-step procedures and guidelines, with examples from an analysis of 14 studies (1,233 competency statements) relevant to training vocational and special educators to work with the mainstreamed, are presented.

A Taxonomy of Professional Education Competencies

Related to the Vocational Education of Special Needs Students

The purpose of this presentation is to describe the rationale and the procedures for using a taxonomic approach to the synthesis of Research and Development (R&D) efforts directed toward implementing Competency Based Personnel Preparation (CBPP) programs and to describe the results of one such analysis.

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Background and Rationale

Schneider (1973) has outlined the Competency Based Teacher Education (CBTE) movement in the United States and suggested that the basic ideas that provide the focus for CBTE are:

- 1) A sharper focus on objectives;
- 2) Individualization of the responsibility for learning;
- 3) More attention to individual differences;
- 4) Individual assessment and feedback;
- 5) More effective integration of theory and practice;
- 6) Evaluation focuses not only on what the learner knows, but how he performs;
- 7) The changing rôle of the teacher from dispenser of knowledge to enabler of learning; and
- 8) Satisfaction with preparation of program for both student and teacher.

Phelps, Evans, Abbas and Frison (1976) cite Elam's five elements of CBTE:

- 1) Competencies are role derived, stated behaviorally and public.
- 2) Assessment criteria are competency based, public and specify mastery levels.
- 3) Assessment accounts for knowledge but stresses performance.
- 4) Progress depends upon competency.
- 5) An instructional program facilitates the development and evaluation of specific competencies.

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As Clark and Evans (1976) point out, CBTE "has had perhaps a greater emphasis in vocational and special teacher education than in any other educational disciplines" (p. 1:9). The advantages of the CBTE approach are as valid for other educational disciplines and so this needs to be explained. Special education and vocational education share a number of common features. Both special and vocational education offer focal and discrete training to small groups of students and must communicate esoteric information to other educators and to the community. Both have had generous federal support to assist in supplying the resources needed for the extensive efforts required to develop and implement a CBPP program. However, other fields have also received considerable support (elementary education is an example).

It is suggested that CBTE has failed in those areas wherein a relatively abstract synthesis is required to relate the overall structure and thrust of the curriculum to a broadly defined target population. The operational clarity of the CBTE approach has been purchased, in general, at the price of being left with an unwieldy and unorganized corpus of competency statements which are difficult to describe, summarize and synthesize. This interferes with efficient communication, the development of program thrusts, and leads to a tendency to deal with intrinsic academic and conceptual "turf" problems by using a "word game" which involves adding subordinate clauses in qualification of behavioral objectives. Finally, the number and complexity of statements often yields a "conceptual inertia" which defies synthesis. Thus, subsequent workers either ignore prior work or do a "cut and paste" editing job.

Competency R & D efforts vary widely in the degree of structure imposed upon a competency statement from a conceptual and/or linguistic perspective. Highly structured efforts offer coherence at the price of flexibility, diversity, and creativity. Non-structured programs, particularly prevalent field-based efforts, tend to lack clarity, organization and generality.

Competency research also presents problems with respect to statistical treatment. Generally, rankings and percentage data serve to describe empirical results with chi squares and multiple "t" tests used for inferential purposes. Summary is often offered by enumerating "typical" competencies. Thus, it is difficult to summarize and synthesize a single study. When confronted with a need to conduct a synthesis of many such studies, the task is complex and tedious. It is suggested that a taxonomic approach is a feasible alternative to deal with these problems.

The taxonomic approach can be used either to (a) analyze prior work or (b) organize a new development effort. While these are not incompatible they should not be confused, as the structure needed to demonstrate the features of prior efforts may not be well suited to the needs of the program to be designed.

The present effort was designed to analyze prior work. The need for the analysis came out of Kent State's attempt, funded by the Office of Special Education, HEW, to develop, on the basis from input from the field, a cost effective competency-based interdisciplinary (Vocational Education, Special Education and Rehabilitation Counseling) preservice training program for those involved in the career and vocational education and rehabilitation of the handicapped and disadvantaged. A fundamental assumption underlying this effort was that there are core competencies needed by all personnel concerned and that there are clusters and sub-clusters of competencies shared by personnel in various role functions (see Figure 1).

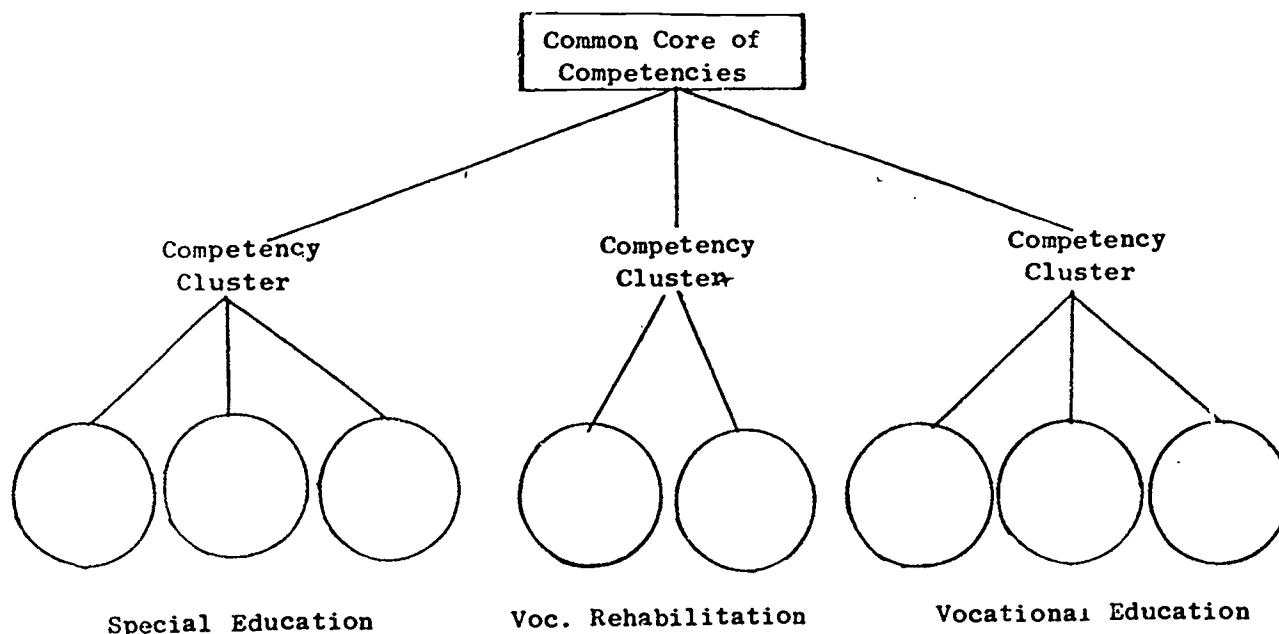


Figure 1

As we did not wish to be parochial or to re-invent the wheel, we surveyed the prior literature. We found that no one had done our work for us; particularly as it related to our interdisciplinary approach. Many competencies were so specific they were irrelevant. Some were so general as to be meaningless and/or meant different things to people within and across the disciplines and role functions involved. We could not simply collate and rewrite the prior competencies and we could not be sure that prior workers had "touched all bases". Neither could we (1) get feedback from faculty and field-based personnel on thousands of specific competencies nor (2) get agreement upon a synthesis of them through more general statements and on interdisciplinary priorities. Further, no statistical association procedures were applicable, and a taxonomic approach was seen as the only feasible approach.

It became clear that a taxonomic structure that would deal with the complexity and diversity of prior research could not handle our program development needs in a cost effective way. Therefore, we decided to use a very general taxonomy for structuring the work of prior studies and a more structured and specific taxonomy to guide the rewriting or initial development of competency statements to be used in our program (Phase I). This latter taxonomy also had to be responsive to parameters which are being used to redesign all of teacher education at Kent State and throughout the State of Ohio (Phase II).

This report focuses on Phase I and upon the vocational and special education of the mildly handicapped rather than vocational rehabilitation and the vocational preparation and supervision of more severely handicapped individuals.

Phase I: Analysis of Prior Competency Studies

Summary of Procedures

The following is a summary to steps used to conduct the taxonomic analysis of prior competency studies.

These procedures were employed in a study of 14 studies related to the vocational education of the handicapped and which involved over 1,233 competency statements.

- Step 1. The universe of studies and/or competency statements to be analyzed was determined.
- Step 2. A tentative structure was developed. The two dimensions employed in the Kent State University study (see Appendices) involved:
 - (a) 12 role functions, and
 - (b) 3 levels of specificity.
- Step 3. The tentative structure was piloted (across several studies) and revised.
- Step 4. Provision for the use of intra-dimension union and intersection coding options to deal with clarity problems and competencies which "cross" the taxonomic structure and require multiple classification within a dimension was made.
- Step 5. Classification coding scope notes were developed.
- Step 6. The coders were trained.
- Step 7. The competencies in each study were classified according to each dimension separately.
- Step 8. The frequency and percentage of competencies in each classification for each study in a "density matrix" was summerized (see Appendix A).
- Step 9. The data across the studies was pooled.

Data descriptive of the distribution of competencies within the taxonomy for each study and for the total pool of competencies across the 14 studies is presented in Appendix A.

Coding scope notes are included in Appendix B

The list of the competencies, organized by the parent study, and indexed to the taxonomy is presented in Appendix C.

EXHIBIT II
Summary of the Distribution Across the Taxonomy of Competency Statements
Employed in the Kent State Vocational/Special Education Competency Studies

Level	Category	Instructional Planning														Total	Union (2)	Union (3)	Total Unions	Grand Total
		IP	CO	BF	II	Implementing Instruction	Evaluation and Assessment	Administration & Supervision	Counseling & Guidance	Collaboration & Liaison	Record Keeping & Accountability	Classroom Management	Public Relations	Extra-Curricular Tasks & Activ.						
General	n	2	2	0	0	1	0	1	0	0	1	1	2	0	10	3	0	3	13	
	%	1.4	1.4	0	0	.7	0	.7	0	.7	.7	.7	1.4	0	7.3	2.2	0	2.2	9.5	
Intermediate	n	10	4	0	4	20	4	1	1	1	0	0	2	1	48	14	1	15	63	
	%	7.3	2.9	0	2.9	14.6	2.9	.7	.7	.7	0	0	1.4	.7	35.0	10.2	.7	10.9	46.0	
Specific	n	4	4	0	1	2	7	8	6	2	3	3	1	0	38	5	2	7	45	
	%	2.9	2.9	0	.7	1.4	5.1	5.8	4.4	1.4	2.2	.7	.7	0	27.7	3.6	1.4	5.1	32.8	
Sub-total	n	16	10	0	5	23	11	10	7	4	4	5	5	1	96	22	3	25	121	
	%	11.7	7.3	0	8.6	16.8	8.0	7.3	5.1	2.9	2.9	3.6	.7	.7	70.1	16.0	2.2	18.2	88.3	
General/Intermediate	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Intermediate/Specific	n	1	0	0	0	7	1	3	0	0	0	0	0	0	12	2	1	3	15	
	%	.7	0	0	0	5.1	.7	2.2	0	0	0	0	0	0	8.8	1.4	.7	2.2	10.9	
General/Specific	n	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
	%	0	0	0	.7	0	0	0	0	0	0	0	0	0	.7	.0	0	0	0.7	
Sub-total Unions	n	1	0	0	1	7	1	3	0	0	0	0	0	0	13	2	1	3	16	
	%	.7	0	0	.7	5.1	.7	2.2	0	0	0	0	0	0	9.5	1.4	.7	2.2	11.7	
Grand Total	n	17	10	0	6	30	12	13	7	4	4	5	5	1	109	24	4	28	137	
	%	12.4	7.3	0	4.4	21.9	8.8	9.5	5.1	2.9	2.9	3.6	.7	.7	79.6	17.5	2.9	20.4		

Summary of the Distribution Across the Taxonomy of Competency Statements
Employed in the Yanok, Green, Lawson, and Von Fischer Competency Study

Level	Category	Instructional Planning												Total	Union (2)	Union (3)	Total Unions	Grand Total
		IP	Co	BF	II	EA	AS	CG	CL	RA	CM	PR	EX					
General	n	0	0	0	0	2	1	0	0	0	0	1	0	4	0	1	1	5
	%	0	0	0	0	1.0	0.5	0	0	0	0	.5	0	2.1	0	.5	.5	2.6
Intermediate	n	2	0	0	0	4	14	2	3	0	0	0	0	25	5	2	7	32
	%	1.0	0	0	0	2.1	7.3	1.0	1.6	0	0	0	0	13.0	2.6	1.0	3.6	16.7
Specific	n	6	0	0	3	19	45	8	31	5	1	2	0	120	15	1	16	136
	%	3.1	0	0	1.6	9.9	23.4	4.2	16.1	2.6	.5	1.0	0	62.5	7.8	.5	8.3	70.8
Sub-total	n	8	0	0	3	25	60	10	34	5	1	3	0	149	20	4	24	173
	%	4.2	0	0	1.6	13.0	31.2	5.2	17.7	2.6	0.5	1.6	0	77.6	10.4	2.1	12.5	90.1
General/Intermediate	n	0	0	0	0	1	1	0	0	0	0	0	0	2	1	0	1	3
	%	0	0	0	0	.5	.5	0	0	0	0	0	0	1.0	0.5	0	0.5	1.6
Intermediate/Specific	n	1	0	0	0	3	3	3	0	0	0	0	0	10	5	0	5	15
	%	0.5	0	0	0	1.6	1.6	1.6	0	0	0	0	0	5.2	2.6	0	2.6	7.8
General/Specific	n	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1
	%	0	0	0	0	0	.5	0	0	0	0	0	0	0.5	0	0	0	0.5
Sub-total Unions	n	1	0	0	0	4	5	3	0	0	0	0	0	13	6	0	6	19
	%	0.5	0	0	0	2.1	2.6	1.6	0	0	0	0	0	6.8	3.1	0	3.1	9.9
Grand Total	n	9	0	0	3	29	65	13	34	5	1	3	0	162	26	4	30	192
	%	4.7	0	0	1.6	15.1	33.8	6.8	17.7	2.6	.5	1.6	0	84.4	13.5	2.1	15.6	

Summary of the Distribution Across the Taxonomy of Competency Statements
Employed in the Sheppard Competency Study

Level	Category	Instructional Planning												Total	Union (2)	Union (3)	Total Unions	Grand Total
		IP	Co	BF	II	EA	EA	AS	CG	CL	RA	CM	PR	EX				
General	n	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1
	%	0	0	0	0	6.7	0	0	0	0	0	0	0	0	6.7	0	0	6.7
Intermediate	n	1	0	1	0	3	0	0	0	1	0	1	0	0	7	1	2	9
	%	6.7	0	6.7	0	20.0	0	0	0	6.7	0	6.7	0	0	46.7	6.7	13.3	60.0
Specific	n	1	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	2
	%	6.7	0	0	0	0	0	0	0	6.7	0	0	0	0	13.3	0	0	13.3
Sub-total	n	2	0	1	0	4	0	0	0	2	0	1	0	0	10	1	2	12
	%	13.3	0	6.7	0	26.7	0	0	0	13.3	0	6.7	0	0	66.7	6.7	13.3	80.0
General/Intermediate	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6.7	6.7	6.7
Intermediate/Specific	n	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	2
	%	0	0	0	0	0	0	0	6.7	0	0	0	0	0	6.7	6.7	6.7	13.3
General/Specific	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-total Unions	n	0	0	0	0	0	0	0	1	0	0	0	0	0	1	2	2	3
	%	0	0	0	0	0	0	0	6.7	0	0	0	0	0	6.7	13.3	13.3	20.0
Grand Total	n	2	0	1	0	4	0	0	1	2	0	1	0	0	11	3	4	15
	%	13.3	0	6.7	0	26.7	0	0	6.7	13.3	0	6.7	0	0	73.3	20.0	26.7	100.0

Summary of the Distribution Across the Taxonomy of Competency Statements
Employed in the Brock Competency Study

Level	Category	Instructional Planning												Total	Union (2)	Union (3)	Total Unions	Grand Total
		IP	Co	ED	II	EA	AS	CG	CL	RA	CM	PR	EX					
General	n	1	0	0	1	0	0	0	0	0	0	0	0	2	1	0	1	3
	%	2.7	0	0	2.7	0	0	0	0	0	0	0	0	5.4	2.7	0	2.7	8.1
Intermediate	n	2	1	0	4	3	1	0	0	0	1	0	0	12	2	1	3	15
	%	5.4	2.7	0	10.8	8.1	2.7	0	0	0	2.7	0	0	32.4	5.4	2.7	8.1	40.5
Specific	n	0	2	0	2	1	0	1	0	0	1	0	0	7	4	0	0	7
	%	0	5.4	0	5.4	2.7	0	2.7	0	0	2.7	0	0	18.9	0	0	0	18.9
Sub-total	n	3	3	0	7	4	1	1	0	0	2	0	0	21	3	1	4	25
	%	8.1	8.1	0	18.9	10.8	2.7	2.7	0	0	5.4	0	0	56.8	8.1	2.7	10.8	67.6
General/Intermediate	n	1	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
	%	2.7	0	0	0	0	0	0	0	0	0	0	0	5.4	0	0	0	5.4
Intermediate/Specific	n	0	0	0	7	1	0	1	0	0	0	0	0	9	1	0	1	10
	%	0	0	0	18.9	2.7	0	2.7	0	0	0	0	0	24.3	2.7	0	2.7	27.0
General/Specific	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-total Unions	n	1	0	0	7	1	0	1	0	0	0	0	0	11	1	0	1	12
	%	2.7	0	0	18.9	2.7	0	2.7	0	0	0	0	0	29.7	2.7	0	2.7	32.4
Grand Total	n	4	3	0	14	5	1	3	0	0	2	0	0	32	4	1	5	37
	%	10.8	8.1	0	37.8	13.5	2.7	8.1	0	0	5.4	0	0	86.5	10.8	2.7	13.5	

Summary of the Distribution Across the Taxonomy of Competency Statements
Employed in the Andreyka, Blank and Clark Industrial Arts Competency Study

Category	Level	Instructional Planning												Total	Union (2)	Union (3)	Total Unions	Grand Total
		IP	Co	BF	II	EA	AS	CG	CL	RA	CM	PR	EX					
General	n	0	0	0	0	2	0	0	0	0	0	0	0	2	2	-2	4	6
	%	0	0	0	0	3.3	0	0	0	0	0	0	0	3.3	3.3	3.3	6.6	9.8
Intermediate	n	3	2	0	3	1	1	1	0	0	1	0	0	12	5	1	6	18
	%	4.9	3.3	0	4.9	1.6	1.6	1.6	0	0	1.6	0	0	19.7	8.2	1.6	9.8	29.5
Specific	n	1	0	0	14	0	2	0	0	4	6	0	0	27	3	0	3	30
	%	1.6	0	0	23.0	0	3.3	0	0	6.6	9.8	0	0	44.3	4.9	0	4.9	49.2
Sub-total	n	4	2	0	17	3	3	1	0	4	7	0	0	41	10	3	13	54
	+	6.6	3.3	0	27.9	4.9	4.9	1.6	0	6.6	11.5	0	0	67.2	16.4	4.9	21.3	88.5
General/Intermediate	n	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	1.6	0	1.6	1.6
Intermediate/Specific	n	0	0	1	1	0	1	0	0	0	0	0	0	3	2	0	2	5
	%	0	0	1.6	1.6	0	1.6	0	0	0	0	0	0	4.9	3.3	0	3.3	8.2
General/Specific	n	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1
	%	0	0	0	0	0	0	0	0	0	1.6	0	0	1.6	0	0	0	1.6
Sub-total Unions	n	0	0	1	1	0	1	0	0	0	1	0	0	4	3	0	3	7
	%	0	0	1.6	1.6	0	1.6	0	0	0	1.6	0	0	6.6	4.9	0	4.9	11.5
Grand Total	n	4	2	1	18	3	4	1	0	4	8	0	0	45	13	3	16	61
	%	6.6	3.3	1.6	29.5	4.9	6.6	1.6	0	6.6	13.1	0	0	73.8	21.3	4.9	26.2	

Summary of the Distribution Across the Taxonomy of Competency Statements
Employed in the Nelson, Johnson, and Frank Competency Study

Level	Category	Instructional Planning												Total	Union (2)	Union (3)	Total Unions	Grand Total
		IP	Co	BF	II	EA	AS	CG	CL	RA	CM	PR	EX					
General	n	0	0	0	0	1	1	0	0	0	0	0	0	2	0	1	3	
	%	0	0	0	0	1.5	1.5	0	0	0	0	0	0	3.1	0	1.5	4.6	
Intermediate	n	6	2	0	0	3	3	3	1	0	0	1	1	20	5	0	5	25
	%	9.2	3.1	0	0	4.6	4.6	4.6	1.5	0	0	1.5	1.5	30.8	7.7	0	7.7	38.5
Specific	n	4	1	3	4	4	2	1	2	0	2	0	0	23	2	2	4	27
	%	6.2	1.5	4.6	6.2	6.2	3.1	1.5	3.1	0	3.1	0	0	35.4	3.1	3.1	6.2	41.5
Sub-total	n	10	3	3	4	8	6	4	3	0	2	1	1	45	7	3	10	55
	%	15.4	4.6	4.6	6.2	12.3	9.2	6.2	4.6	0	3.1	1.5	1.5	69.2	10.8	4.6	15.4	84.6
General/Intermediate	n	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1
	%	0	0	0	0	1.5	0	0	0	0	0	0	0	1.5	0	0	0	1.5
Intermediate/Specific	n	1	1	0	1	2	1	1	0	0	0	0	0	7	2	0	2	9
	%	1.5	1.5	0	1.5	3.1	1.5	1.5	0	0	0	0	0	10.8	3.1	0	3.1	13.9
General/Specific	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-total Unions	n	1	1	0	1	3	1	1	0	0	0	0	0	8	2	0	2	10
	%	1.5	1.5	0	1.5	4.6	1.5	1.5	0	0	0	0	0	12.3	3.1	0	3.1	15.4
Grand Total	n	11	4	3	5	11	7	5	3	0	2	1	1	53	9	3	12	65
	%	16.9	6.2	4.6	7.7	16.9	10.8	7.7	4.6	0	3.1	1.5	1.5	81.5	13.9	4.6	18.5	

Summary of the Distribution Across the Taxonomy of Competency Statements
Employed in the Andreyka, Blank, and Clark Handicapped Component Competency Study

Level	Category	Instructional Planning												Total	Union (2)	Union (3)	Total Unions	Grand Total
		IP	Co	BF	II	EA	AS	CG	CL	RA	CM	PR	EX					
General	n	0	0	0	0	0	1	0	0	0	0	1	0	2	2	2	4	6
	%	0	0	0	0	0	1.6	0	0	0	0	1.6	0	3.3	3.3	3.3	6.6	9.8
Intermediate	n	3	1	0	0	2	0	3	0	0	1	1	2	13	9	0	9	22
	%	4.9	1.6	0	0	3.3	0	4.9	0	0	1.6	1.6	3.3	21.3	14.8	0	14.8	36.1
Specific	n	1	0	0	3	3	1	4	1	1	1	1	0	16	3	1	4	20
	%	1.6	0	0	4.9	4.9	1.6	6.6	1.6	1.6	1.6	1.6	0	26.2	4.9	1.6	6.6	32.8
Sub-total	n	4	1	0	3	5	2	7	1	1	2	3	2	31	14	3	17	48
	%	6.6	1.6	0	4.7	8.2	3.3	11.5	1.6	1.6	3.3	4.9	3.3	50.8	23.0	4.9	27.9	78.7
General/Intermediate	n	0	0	0	0	2	0	1	0	0	0	0	0	3	1	1	2	5
	%	0	0	0	0	3.3	0	1.6	0	0	0	0	0	4.9	1.6	1.6	3.3	8.2
Intermediate/Specific	n	0	0	0	1	0	2	0	0	0	0	0	0	3	3	2	5	8
	%	0	0	0	1.6	0	3.3	0	0	0	0	0	0	4.9	4.9	3.3	8.2	13.1
General/Specific	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-total Unions	n	0	0	0	1	2	2	1	0	0	0	0	0	6	4	3	7	13
	%	0	0	0	1.6	3.3	3.3	1.6	0	0	0	0	0	9.8	6.6	4.9	11.5	21.3
Grand Total	n	4	1	0	4	7	4	8	1	1	2	3	2	37	18	6	24	61
	%	6.6	1.6	0	6.6	11.5	6.6	13.1	1.6	1.6	3.3	4.9	3.3	60.7	29.5	9.8	39.3	

Summary of the Distribution Across the Taxonomy of Competency Statements
Employed in the Griffin, Clellan, Pynn, Smith, and Adamson Competency Study

Level	Category	Instructional Planning										Total										Union (2)		Union (3)		Total Unions		Grand Total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
		IP	Co	BF	II	EA	AS	CG	CL	RA	CM	PR	EX	Public Relations	Classroom Management	Record Keeping & Accountability	Collaboration & Liaison	Counseling & Guidance	Administration & Supervision	Evaluation and Assessment	Implementing Instruction	Basic Education	Coordination	Instructional Planning	IP	Co	BF	II	EA	AS	CG	CL	RA	CM	PR	EX	Extra-Curricular Tasks & Activ.	Total	Union (2)	Union (3)	Total Unions	Grand Total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
General	n	1	0	0	0	1	0	2	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0	0	7	0	0

Summary of the Distribution Across the Taxonomy of Competency Statements
Employed in the Brolin and Brolin Competency Study

Level	Category	Instructional Planning														Total	Union (2)	Union (3)	Total Unions	Grand Total
		IP	Co	BF	II	EA	AS	CG	CL	RA	CM	PR	EX	Extra-Curricular Tasks & Activ.						
General	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4.0	0	4.0	4.0	
Intermediate	n	1	0	0	1	2	0	0	0	0	0	0	0	0	4	0	0	0	4	
	%	4.0	0	0	4.0	8.0	0	0	0	0	0	0	0	0	16.0	0	0	0	16.0	
Specific	n	0	0	11	0	2	1	0	1	0	0	0	0	0	15	2	1	3	18	
	%	0	0	44.0	0	8.0	4.0	0	4.0	0	0	0	0	0	60.0	8.0	4.0	12.0	72.0	
Sub-total	n	1	0	11	1	4	1	0	1	0	0	0	0	0	19	3	1	4	23	
	%	4.0	0	44.0	4.0	16.0	4.0	0	4.0	0	0	0	0	0	76.0	12.0	4.0	16.0	92.0	
General/Intermediate	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Intermediate/Specific	n	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	1	2	
	%	0	0	4.0	0	0	0	0	0	0	0	0	0	0	4.0	4.0	0	4.0	8.0	
General/Specific	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Sub-total Unions	n	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	1	2	
	%	0	0	4.0	0	0	0	0	0	0	0	0	0	0	4.0	4.0	0	4.0	8.0	
Grand Total	n	1	0	12	1	4	1	0	1	0	0	0	0	0	20	4	1	5	25	
	%	4.0	0	48.0	4.0	16.0	4.0	0	4.0	0	0	0	0	0	80.0	16.0	4.0	20.0		

Summary of the Distribution Across the Taxonomy of Competency Statements
Employed in the Phelps Competency Study

Level	Category	Taxonomy of Competency Statements												Total	Union (2)	Union (3)	Total Unions	Grand Total
		IP	Co	BF	II	EA	AS	CG	CL	RA	CM	PR	EX					
General	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Specific	n	0	0	0	15	1	1	1	0	0	2	0	0	20	9	1	10	30
	%	0	0	0	50.0	3.3	3.3	3.3	0	0	6.7	0	0	66.7	30.0	3.3	33.3	100
Sub-total	n	0	0	0	15	1	1	1	0	0	2	0	0	20	9	1	10	30
	%	0	0	0	50.0	3.3	3.3	3.3	0	0	6.7	0	0	66.7	30.0	3.3	33.3	100
General/Intermediate	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate/Specific	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
General/Specific	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-total Unions	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	n	0	0	0	15	1	1	1	0	0	2	0	0	20	9	1	10	30
	%	0	0	0	50.0	3.3	3.3	3.3	0	0	6.7	0	0	66.7	30.0	3.3	33.3	100

Summary of the Distribution Across the Taxonomy of Competency Statements
from the North Carolina Division of Vocational Education Studies

Level	Category	Instructional Planning												Total	Union (2)	Union (3)	Total Unions	Grand Total
		IP	Co	BF	II	EA	AS	CG	CL	RA	CM	PR	EX					
General	n	1	1	1	0	3	0	0	0	0	0	0	0	6	2	0	2	8
	%	2.6	2.6	2.6	0	7.7	0	0	0	0	0	0	0	15.4	5.1	0	5.1	20.5
Intermediate	n	4	0	0	0	5	2	0	0	0	0	0	0	11	2	0	2	13
	%	10.3	0	0	0	12.8	5.1	0	0	0	0	0	0	28.2	5.1	0	5.1	33.3
Specific	n	1	0	4	0	3	2	3	0	0	0	0	0	13	1	0	1	14
	%	2.6	0	10.3	0	7.7	5.1	7.7	0	0	0	0	0	33.3	2.6	0	2.6	35.9
Sub-total	n	6	1	5	0	11	4	3	0	0	0	0	0	30	5	0	5	35
	%	15.4	2.6	12.8	0	28.2	10.3	7.7	0	0	0	0	0	76.9	12.8	0	12.8	89.7
General/Intermediate	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate/Specific	n	0	0	0	0	2	0	0	0	1	0	0	0	3	1	0	1	4
	%	0	0	0	0	5.1	0	0	0	2.6	0	0	0	7.7	2.6	0	2.6	10.3
General/Specific	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-total Unions	n	0	0	0	0	2	0	0	0	1	0	0	0	3	1	0	1	4
	%	0	0	0	0	5.1	0	0	0	2.6	0	0	0	7.7	2.6	0	2.6	10.3
Grand Total	n	6	1	5	0	13	4	3	0	1	0	0	0	33	6	0	6	39
	%	15.4	2.6	12.8	0	33.3	10.3	7.7	0	2.6	0	0	0	84.6	15.4	0	15.4	100.0

Summary of the Distribution Across the Taxonomy of Competency Statements
Employed in the Krupp, Hritz, and Thrower Competency Study

Level	Category ⁺	Instructional Planning													Total	Union (2)	Union (3)	Total Unions	Grand Total
		IP	Co	BF	II	EA	AS	CG	CL	RA	CM	PR	EX	Extra-Curricular Tasks & Activities					
General	n	1	1	0	0	4	2	1	1	0	2	0	0	0	12	3	1	4	16
	%	.3	.3	0	0	1.3	.7	.3	.3	0	.7	0	0	0	4.0	1.0	.3	1.3	5.3
Intermediate	n	11	3	8	5	9	5	4	2	0	3	10	1	1	61	11	4	15	76
	%	3.7	1.0	2.7	1.7	3.0	1.7	1.3	.7	0	1.0	3.3	.3	.3	20.3	3.7	1.3	5.0	25.3
Specific	n	26	22	11	4	16	23	11	11	5	8	5	5	5	147	31	1	32	179
	%	8.6	7.3	3.7	1.3	5.3	7.6	3.7	3.7	1.7	2.7	1.7	1.7	1.7	48.8	10.3	.3	10.6	59.4
Sub-total	n	38	26	19	9	29	30	16	14	5	13	15	6	6	220	45	6	51	271
	%	12.6	8.6	6.3	3.0	9.6	10.0	5.3	4.7	1.7	4.3	5.0	2.0	2.0	73.1	15.0	2.0	16.9	90.0
General/Intermediate	n	0	0	4	0	1	1	0	1	0	1	0	0	0	8	0	0	0	8
	%	0	0	1.3	0	.3	.3	0	.3	0	.3	0	0	0	2.7	0	0	0	2.7
Intermediate/Specific	n	3	3	4	1	2	4	1	0	0	0	0	0	0	18	4	0	4	22
	%	1.0	1.0	1.3	.3	.7	1.3	.3	0	0	0	0	0	0	6.0	1.3	0	1.3	7.3
General/Specific	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-total Unions	n	3	3	8	1	3	5	1	1	0	1	0	0	0	26	4	0	4	30
	%	1.0	1.0	2.7	.3	1.0	1.7	.3	.3	0	.3	0	0	0	8.6	1.3	0	1.3	10.0
Grand Total	n	41	29	27	10	32	35	17	15	5	14	15	6	6	246	49	6	55	301
	%	13.6	9.6	9.0	3.3	10.6	11.6	5.6	5.0	1.7	4.7	5.0	2.0	2.0	81.7	16.3	2.0	18.3	90.0

Summary of the Distribution Across the Taxonomy of Competency Statements
Employed in the Rosenberg Competency Study

Level	Category	+ Taxonomy of Competency Statements												Total	Union (2)	Union (3)	Total Unions	Grand Total
		Instructional Planning	Coordination	Basic Education	Implementing Instruction	Evaluation and Assessment	Administration & Supervision	Counseling & Guidance	Collaboration & Liaison	Record Keeping & Accountability	Classroom Management	Public Relations	Extra-Curricular Tasks & Activities					
General	n	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	%	0	0	0	0	25.0	0	0	0	0	0	0	0	25.0	0	0	0	25.0
Intermediate	n	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	%	25.0	0	0	0	0	0	0	0	0	0	0	0	25.0	0	0	0	25.0
Specific	n	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1
	%	0	0	0	0	25.0	0	0	0	0	0	0	0	25.0	0	0	0	25.0
Sub-total	n	1	0	0	0	2	0	0	0	0	0	0	0	3	0	0	0	3
	%	25.0	0	0	0	50.0	0	0	0	0	0	0	0	75.0	0	0	0	75.0
General/Intermediate	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate/Specific	n	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1
	%	0	0	0	0	25.0	0	0	0	0	0	0	0	25.0	0	0	0	25.0
General/Specific	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-total Unions	n	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1
	%	0	0	0	0	25.0	0	0	0	0	0	0	0	25.0	0	0	0	25.0
Grand Total	n	1	0	0	0	3	0	0	0	0	0	0	0	4	0	0	0	4
	%	25.0	0	0	0	75.0	0	0	0	0	0	0	0	100.0	0	0	0	100.0

Coding Scope Notes:

A Taxonomy of Professional Education Competencies Related to the Vocational Education of Special Needs Students

Phase I: Analysis of Prior Competency Studies

Competency statements which apply to vocational education and/or special education were derived from 14 studies. The competencies were then organized according to a taxonomy consisting of two dimensions:

- 1) Role function categories (RFCs)
- 2) Levels of specificity.

The final version of the taxonomy provides for 12 RFCs (plus a non-competency category); three levels of specificity and a union option introduced to insure mutual exclusivity for statistical purposes and as a means of identifying competencies which cross aspects of the taxonomic structure. Statements were allocated to the RFCs or the union of two or more of them. Statements placed in the non-competency category were not further classified. Those statements placed in the RFCs were then classified by level of specificity. Three levels were designated as general, intermediate, and specific. Several competencies did not seem to fit into any one level and were, therefore, placed in the union of two levels. Definitions and examples of the categories and levels are given below.

Dimension I: Role Function Categories

Instructional Planning (IP):

This category includes competencies concerned with designing materials, developing curricula, establishing course content, constructing I.E.P.'s, and anything else involved in teaching, short of carrying out the instructional procedure.

- e.g.:
- (1) Develop curriculum on functional academics.
 - (2) Plan field trips.
 - (3) Construct a daily assignment sheet for class activities.

Coordination (Co):

This category includes competencies concerned with liaison between student and industry, job placement and on-the-job training.

- e.g.:
- (1) Establish a policy and procedure for job placement.
 - (2) Provide consultant services to local business and industry.
 - (3) Determine federal and state wage and hour classification of the prospective cooperating employer.

Basic Educational Foundations/Preparation (BF):

This role function includes general knowledge, awareness, and understanding of the handicapped, vocational education, society, and culture as it relates to teaching, and state and federal laws concerned with education. Statements included in this category did not indicate to what use this knowledge was to be applied.

- e.g.: (1) Possess knowledge of the characteristics of disadvantaged and handicapped students.
(2) Know vocational vocabulary.
(3) Understand the teacher's legal responsibility with respect to liability in the use of common tools.

Implementing Instruction (II):

Included here were competencies concerned with execution of teaching and the utilization of materials, aids and equipment.
NOTE: Those competencies concerned with discipline and control of behavior, and the arrangement and maintenance of classroom facilities, were excluded.

- e.g.: (1) Elicit student feedback on information presented.
(2) Present information via media: demonstration, exhibits, videotape, cassette, recorder, 35mm slides, motion pictures, film loops, programmed materials, chalkboard, flannel board, flip chart, lecture, role playing, simulations.
(3) Use a variety of questioning techniques: recall, synthesis, application of principle, judgment.

Evaluation and Assessment (EA):

This category included those competencies concerned with the design, selection, administration, and interpretation of assessment of students, personnel and programs.

- e.g.: (1) Evaluate instructional effectiveness.
(2) Administer occupational tests relative to student selection and placement.
(3) Interpret test results.

Administration and Supervision (AS):

This category included those competencies concerned with the overall functioning of the program, with the exception of actual instruction and liaison.

- e.g.: (1) Plan an operating budget proposal for consumable supplies, services, and materials needed in the program.

- (2) Plan the overall objectives and curricula for the total school program.
- (3) Implement procedures for systematically placing special education students in general education classes and returning re-entered students to the special class when necessary.

Counseling and Guidance (CG):

Designated here were those competencies that included assistance in + handling students' personal problems and career decisions, and in promoting good study habits and students' general well-being.

- e.g.:
- (1) Consistently uses sound counseling technique.
 - (2) Develop value clarification strategies.
 - (3) Conduct orientation for available academic and vocational programs.

Collaboration and Liaison (CL):

In this role function were included competencies relating to the establishment of communication among school personnel and between the school and community which are not involved in school-job coordination efforts. It also excluded the function of public relations.

- e.g.:
- (1) Maintain good relations with other schools.
 - (2) Maintain liaison with community professional, service, fraternal, social, and religious organizations.
 - (3) Maintain working relationships with school support staff through cooperation and mutual effort.

Record Keeping and Accountability (RA):

This category included competencies concerned with the maintenance and review of student records and supply inventories.

- e.g.:
- (1) Compile accurate, up-to-date records.
 - (2) Maintain a record of individual work hours and work progression of on-the-job training.
 - (3) Maintain a system for recording attendance.

Classroom Management (CM):

Competencies in this category referred to discipline and control of behavior, and the maintenance of safety procedures and management of the physical environment.

- e.g.:
- (1) Demonstrate knowledge of techniques for maintaining classroom discipline.

- (2) Establish a procedure for attending first aid needs of industrial education students.
- (3) Develop a plan for involving students in cleaning and maintaining the laboratory and classroom.

Public Relations (PR):

This category included competency statements concerned with the promotion and advertisement of the educational program in the community.

- e.g.:
- (1) Use media for public service announcements.
 - (2) Develop public relations literature.
 - (3) Conduct an open house to familiarize members of the school and community with activities of the industrial education programs.

Extracurricular Activities (EX):

In this category were included competencies that involved the establishment of student organizations, leisure, and course-related activities.

- e.g.:
- (1) Organize a club program.
 - (2) Assist students in developing wholesome leisure activities.
 - (3) Plan ways to involve students in clubs, organizations, special events, and course related activities.

Non-competencies:

This group included statements that were recognized as principles, attributes or characteristics, entry level behavior, and activities.

- e.g.:
- (1) Support professional organizations through membership and attendance at meetings.
 - (2) Placement committee members must assume collective responsibility for the creation of the re-entered handicapped students' individualized educational plan.
 - (3) Demonstrate restraint under verbal and physical attack.

Unions in General:

These were generated as a result of 1) two or more verbs implying discrete actions related to two or more categories, or 2) a single competency, characteristic of two or more categories with no limits to either one.

- e.g.:
- (1) Organize and use a "buddy system" for special needs learner.
 - (2) Develop, use, and evaluate job samples designed to teach specific occupational skills.

- (3) Be able to group children on a variety of parameters.
- (4) Devise problem-solving techniques.

Three or more categories (3+):

Universals or the union of a number of verbs were included here.

- e.g.:
- (1) Respond to individual student needs.
 - (2) Meet the needs of disadvantaged students with handicaps.
 - (3) Identify, evaluate, and utilize instructional materials appropriate for disadvantaged and/or handicapped students.
 - (4) Develop, employ, and analyze reinforcement contingencies.

Dimension II: Levels of Specificity

General Level:

In this level, a broad area of concern was identified but remained unbound by any specifications.

- e.g.:
- (1) Relate instruction to the world of work.
 - (2) Demonstrate awareness of sound counseling techniques.
 - (3) Develop, coordinate, and evaluate a community relations program.

Intermediate Level:

In this level were included competencies which implied two or more actions, limited by some type of descriptor. There were also those that were a step in the attainment of a general goal, but implied several competencies.

- e.g.:
- (1) Plan for, implement, and supervise activities for a student industrial education
 - (2) Formulate with students acceptable standards of behavior in laboratories, and maintain those standards.
 - (3) Publicize the purpose and objectives of an industrial education survey.
 - (4) Conduct student follow-up studies.

Specific Level:

In this level were included competencies that implied verbs which were limited by two or more descriptors and/or employed a technique for application.

- e.g.:
- (1) Inform students of scholarships and grants available.
 - (2) Implement a token economy system for classroom management.

- (3) Anticipate the significance and impact of the attitude and feelings that a student being considered for re-entry might have about his placement.
- (4) Structure a filing system for records, report forms and instructional materials used in an industrial education course.

General/Intermediate Level:

Competencies that could be designated as belonging to either a general or intermediate level were placed here.

- e.g.:
- (1) Develop a job analysis.
 - (2) Assist students in development of goals.
 - (3) Determine and understand cross-cultural values of students.

Intermediate/Specific Level:

Competencies that were recognized as either intermediate or specific in level were placed here.

- e.g.:
- (1) Identify personality patterns.
 - (2) Utilize guidance and counseling practices appropriate for working with disadvantaged and handicapped students.
 - (3) Interpret educational tests.

General/Specific Level:

Those competencies that, depending on the reader's perspective, could be viewed as either of a very broad nature, or of a very specific type, were placed here.

- e.g.:
- (1) Strive to create an atmosphere of open communication and cooperation among staff members.
 - (2) Employ oral questioning techniques.
 - (3) Maintain an orderly classroom.

Kent State Transition Competency Studies

APPENDIX C

Master List of All Competencies Used In The KSU Transition Practitioner Competency Studies¹

These competencies are coded according to target groups as follows:

OWE/A	Occupational Work Experience/Adjustment (VOED Special Needs)
W-S	Work-Study Coordinators=
COORD/COORD	Mainstreaming Coordinators views of current role
COORD/TEACHER	(W-S) and prior role as EMR teachers
SUP/TEACHER	EMR Program Supervisors
SUP/W-S	Views of Secondary EMR Teachers & W-S Roles
EMR	Junior & Senior High School Based Teachers of Youth with Educable Mental Retardation
VOED	"Mainstream" Vocational Education in Ohio's five service areas: Trade & Industrial (T & I) Vocational Agriculture (VO AG) Distributive (Marketing) Education (DE) Vocational Home Economics (HE) Business & Office Education (BOE)

They are also coded by the taxonomy role function and item number.

Teacher Competencies

AS	1		Estimate cost of materials All Groups
IIIP	2		Implement program modifications All Groups
CO	3		Research current trends in business and industry All Groups
CO	3	a	Survey local trends in business and industry OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, EVAL
AS	4		Establish a plan for continuing professional in-service education All Groups
BF	4	a	Establish a plan for continuing personal professional development WS, SUP, VOED, EMR TEACHER, COORD, EVAL, REHAB
AS	5		Assist students in scheduling adjustments OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, EVAL
AS	5	1	Assist clients in scheduling adjustments REHAB
EX	6		Organize a club program OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
AS	6	1	Determine how financial and other resources will be allocated in provision of client services EVAL, REHAB
AS	7		Organize an advisory committee All Groups
RA	8		Maintain a personal data file for each student OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, EVAL
RA	8	1	Maintain a personal data file for each client REHAB
PR	9		Develop a presentation on program philosophy and goals All Groups
EA	10		Identify learning disabilities OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, REHAB
EA	10	1	Identify learning disabilities and other handicapping conditions EVAL
PR	11		Publicize program in school All Groups
PR	12		Publicize program in community All Groups
EA	13		Identify personality patterns All Groups
ASEA	14		Conduct a PRIDE review OWE/A
CGII	14	1	Adjust educational program to suit the personality patterns of students WS, SUP, VOED, EMR TEACHER, COORD

CGEA	14	2	Adjust evaluation program to suit the personality patterns of students EVAL
CGEA	14	3	Adjust rehabilitation program to suit the personality patterns of students REHAB
IP	15		Identify resource people All Groups
IP	16		Identify possible field trip sites OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
IP	16	1	Identify educational and training requirements for specific occupations EVAL, REHAB
AS	17		Complete state reports All Groups
AS	18		Identify state and federal guidelines All Groups
AS	19		Prepare a budget All Groups
ASCL	19	b	Participate in grant writing EVAL
RA	20		Develop a filing system OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
II	20	1	Orient the students to the world of work and assist them in developing job seeking skills EVAL
II	20	2	Orient the client to the world of work and assist them in developing job seeking skills REHAB
RA	21		Compile accurate, up-to-date records All Groups
AS	22		Establish student transportation procedures OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
EA	22	1	Establish student transportation needs EVAL
EA	22	2	Establish client transportation needs REHAB
CMII	23		Develop positive reinforcement techniques All Groups
IIIP	24		Arrange guided field experiences OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, REHAB
CO	24	1	Arrange job try-outs EVAL
CL	25		Communicate individual subject goals to faculty and administration OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
CL	25	1	Communicate individual student goals to supervisors, faculty, and administrators EVAL
CL	25	2	Communicate individual subject goals to supervisors REHAB
CL	26		Coordinate activities with law enforcement agencies and the courts All Groups

EA	27		Organize and/or conduct a local program review OWE/A
EA	27	1	Organize and/or conduct a local program review and/or evaluation WS, SUP, VOED, EMR TEACHER, COORD, EVAL, REHAB
CO	28		Conduct a student follow-up study OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, EVAL
CO	28	1	Conduct client follow-up studies REHAB
CO	29		Conduct an employer appreciation program All Groups
IP	30		Develop local program objectives All Groups
IP	31		Estimate time sequence ⁺ for a unit of instruction OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
EA	31	1	Estimate time sequence for movement through evaluation EVAL
EA	31	2	Estimate time sequence for movement into rehabilitation status REHAB
IP	32		Develop a unit plan OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
IP	32	1	Develop an IEP plan EVAL
IP	32	2	Develop a rehabilitation plan REHAB
EA	33		Construct instruments to evaluate ^{the attainment of} instructional objectives OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
EA	33	1	Construct instruments to evaluate rehabilitation objectives EVAL, REHAB
IP	34		Organize a unit of instruction on career education OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, REHAB
CG	34	1	Recommend work adjustment training EVAL
IIIP	35		Incorporate deductive thinking into curriculum OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
EA	35	1	Analyze the tasks of a job EVAL, REHAB
IIIP	36		Incorporate inductive thinking into curriculum OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
EA	36	1	Analyze job training and requirements for skills in various jobs EVAL, REHAB
IP	37		Write behavioral objectives ⁺ All Groups
EA	38		Administer appropriate diagnostic tests All Groups
IIIP	39		Utilize results of diagnostic tests ⁺ All Groups
IIIP	40		Utilize audio-visual aids OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
EA	40	1	Follow a code of ethics in vocational evaluation EVAL

IP	40	2	In job analysis/placement/restructuring, identify the current limitations imposed by legislation and the administration REHAB
IP	41		Incorporate business and industrial manuals in curriculum OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
IP	41	1	Incorporate business and industrial information in vocational planning EVAL, REHAB
IIIP	42		Utilize results of achievement tests All Groups
IP	43		Complete a two-year course of study OWE/A
IP	43	1	Develop a two-year course of study (i.e.: curriculum outline) WS, SUP
IIIP	43	2	Develop and carry out orientation to vocational evaluation EVAL
IP	43	3	Develop a course of study VOED, EMR TEACHER, COORD, REHAB
IP	44		Organize a weekly plan of instruction OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
CL	44	1	Communicate results to those familiar or unfamiliar with vocational evaluation EVAL
CL	44	2	Specify health professional resources in the region in which disciplines can be responsive to specific functional questions REHAB
AS	45		Construct a system of reporting student progress to students and parents OWE/A, VOED, EMR TEACHER, COORD, EVAL
AS	45	1	Construct a system of reporting client progress to clients REHAB
	45	2	Construct a system of reporting students progress. WS, SUP
IIIP	46		Locate instructional materials OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, REHAB
EA	46	1	Locate assessment materials EVAL
IIIP	47		Select instructional materials OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, REHAB
EA	47	1	Select assessment materials EVAL
IP	48		Contact reading resources and publication houses All Groups
IP	49		Construct a lesson plan OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
AS	49	1	Plan utilization of resources to appropriately serve the optimum number of students and community members EVAL

AS	49	2	Mobilize use of resources in a manner that the number of clients needing service is ultimately reduced REHAB
II	50		Give a lecture OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
PR	50	1	Give a lecture or participate in public relations EVAL, REHAB
II	51		Present a demonstration All Groups
CG	52		Conduct a student conference OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
CG	52	1	Conduct a conference with students EVAL
CG	52	2	Conduct a conference with client and spouse/parent/significant other REHAB
CM	53		Design and organize the physical plan of a classroom OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
EA	53	1	Identify problems which need research EVAL, REHAB
CMIIIP	54		Group students for small group instruction OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
CMEAIP	54	1	Group students for small group evaluation activities EVAL
CMIIIP	54	2	Group clients for small group instruction REHAB
CM	55		Develop a system of material storage All Groups
CM	56		Develop a schedule for cleaning work areas OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
EAIP	56	1	Read and translate medical reports into vocational probabilities (goals, limitations) EVAL, REHAB
CG	57		Moderate student discussion of sensitive issues OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
CG	57	1	Moderate student discussion in group settings of sensitive issues EVAL
CG	57	2	Moderate client discussion in group settings of sensitive issues REHAB
IIIP	58		Prepare a schedule of activities OWE/A
IIIP	58	1	Prepare a schedule of student activities WS, SUP, VOED, EMR TEACHER, COORD, EVAL
IIIP	58	2	Prepare a schedule of client activities REHAB
EA	59		Chart student progress OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, EVAL
EA	59	1	Chart client progress REHAB
EA	60		Identify emotional factors that affect classroom environment OWE/A, WS, SUP, VOED, EMR TEACHER, COORD

EA	60	1	Identify emotional factors that affect evaluation EVAL
EA	60	2	Identify emotional factors that affect rehabilitation REHAB
RA	61		Develop a system of recording attendance All Groups
EA	62		Determine effectiveness of instruction OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
EA	62	1	Determine effectiveness of evaluation EVAL
EA	62	2	Determine effectiveness of counseling REHAB
CM	63		Utilize available classroom facilities OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
CL	63	1	Utilize available school facilities EVAL
CL	63	2	Utilize available community facilities REHAB
II	64		Operate audio-visual equipment All Groups
II	65		Implement team teaching OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, REHAB
CG	65	1	Implement team counseling or co-counseling EVAL
II	66		Stimulate learning through "brain-storming", "buzz groups", and "question box techniques" OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, REHAB
CGEA	66	1	Utilize interviewing skills EVAL
II	67		Employ oral questioning techniques All Groups
CGIP	68		Employ role-playing and simulation techniques OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, REHAB
CGEA	68	1	Motivate and support student while in evaluation EVAL
II	69		Employ project method of learning OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, REHAB
EA	69	1	Administer interest inventories EVAL
IIIP	70		Establish a student tutoring program OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, EVAL
IIIP	70	1	Establish a client tutoring program REHAB
CGII	71		Utilize problem-solving strategies *All Groups
CO	72		Construct a procedure for job relocation or rotation All Groups
EA	73		Evaluate student progress at a training station OWE/A
EA	73	1	Evaluate client progress at a training or work station REHAB
EA	73	2	Evaluate student progress at a training or work station WS, SUP, VOED, EMR TEACHER, COORD, EVAL

EA	73 a	Evaluate student progress at a learning center or learning station WS, SUP, VOED, EMR TEACHER, COORD, EVAL
EA	73 a1	Evaluate client progress at a learning center or learning station REHAB
CO	74	Identify entry level jobs in the community All Groups
AS	75	Develop a process and a procedure for student selection OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
AS	75 1	Develop a process and a procedure for student selection for vocational evaluation EVAL
AS	75 2	Develop a ⁺ process and a procedure for client selection REHAB
CL	76	Conduct a successful home visitation All Groups
CL	77	Conduct a parent-teacher conference OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
CL	77 1	Conduct a parent conference EVAL, REHAB
CO	78	Establish a policy and procedure for job placement OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, REHAB
EA	78 1	Establish a policy and procedure for vocational evaluation EVAL
ASCL	79	Conduct teacher-to-teacher conferences OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
CL	79 1	Conduct evaluator-to-teacher conferences EVAL
CL	79 2	Conduct counselor-to-facility conferences REHAB
CL	80	Coordinate activities with participating schools OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
CL	80 1	Coordinate activities with participating home schools EVAL
CL	80 2	Coordinate activities with participating agencies REHAB
PR	81	Develop public relations literature All Groups
CO	82	Develop student training plans OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, EVAL
CO	82 1	Develop client training plans REHAB
CO	82 a	Facilitate and coordinate school and employer training responsibilities WS, SUP, VOED, EMR TEACHER, COORD, EVAL
CO	82 a1	Facilitate and coordinate facility and employer training responsibilities REHAB
CO	83	Inform employer of student in-school progress OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
CO	83 1	Inform employer of student progress EVAL

CO	83	2	Inform employer of client progress REHAB
CO	84		Inform employers of their responsibilities All Groups
CL	85		Inform parents of their responsibilities OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, REHAB
CL	85	1	Inform parents of their responsibilities regarding evaluation EVAL
CGCL	86		Involve the family as a primary source of student reinforcement OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
CGCL	86	1	Involve the family as a primary source of client reinforcement EVAL, REHAB
AS	87		Inform school officials of their responsibilities OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, REHAB
AS	87	1	Inform school officials of their responsibilities when appropriate EVAL
EA	88		Identify emotional factors which contribute to reading difficulties OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
EA	88	1	Identify emotional factors which contribute to difficulties to habilitation EVAL
EA	88	2	Identify emotional factors which contribute to difficulties to rehabilitation REHAB
EA	89		Identify intellectual factors which contribute to reading difficulties OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
EA	89	1	Identify intellectual factors which contribute to difficulties in habilitation EVAL
EA	89	2	Identify intellectual factors which contribute to difficulties in rehabilitation REHAB
EA	90		Assess student reading level OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, EVAL
EA	90	1	Assess client reading level REHAB
EA	91		Diagnose reading problems OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
CG	91	1	Assist clients in identifying and handling their emotional reactions to the disabilities EVAL, REHAB
EAIP	92		Prescribe remedial math activities OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
CG	92	1	Discuss with clients the physical, psycho social, vocational, and educational implications of their disabilities EVAL, REHAB

EAIP	93	Prescribe remedial reading activities OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, REHAB
EAIP	93 1	Recommend remedial reading activities EVAL
EA	94	Assess student comprehension of math concepts All Groups
EA	95	Devise alternative methods of grading OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
EA	95 1	Devise alternative methods of assessment EVAL, REHAB
IIIP	96	Incorporate world of work into math instruction OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
CG	96 1	Incorporate world of work into counseling agenda EVAL, REHAB
EA	97	Evaluate student reading progress OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
CGEA	97 1	Refine observation skills in studying human behavior EVAL, REHAB
EA	98	Identify physical factors which contribute to reading difficulties OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
EA	98 1	Identify physical factors which contribute to difficulties EVAL, REHAB
EA	99	Administer appropriate diagnostic reading tests OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
EA	99 1	Administer appropriate diagnostic tests EVAL, REHAB
EA	100	Diagnose specific reading difficulties OWE/A, WS, SUP, VOED, EMR TEACHER, COORD
EA	100 1	Identify and detect those types of interventions which are most likely to reduce physical, emotional, or intellectual barriers to effective functioning in training, work, home, and family life EVAL, REHAB
EA	101	Identify educational factors that contribute to reading difficulties All Groups
EA	102	Interpret results of vocational interests tests OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, REHAB
EA	102 1	Administer and interpret results of vocational interest tests EVAL
EA	102a	Interpret psychological tests WS, SUP, VOED, EMR TEACHER, COORD, REHAB
EA	102a1	Administer and interpret results of psychological and adaptive behavior tests EVAL
EA	102b	Interpret educational tests WS, SUP, VOED, EMR TEACHER, COORD, REHAB
EA	102b1	Administer and interpret results of educational tests EVAL
CGCMII	103	Devise problem-solving techniques All Groups

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CG	104	Identify symptoms of drug abuse All Groups
CG	105	Locate help for drug related problems All Groups
CG	106	Develop value clarification strategies OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, REHAB
EA	106 1	Structure situations for behavior observation EVAL
CG	107	Identify counseling techniques OWE/A
CG	107 1	Demonstrate awareness of sound counseling techniques WS, SUP, VOED, EMR TEACHER, COORD, EVAL, REHAB
CG	107a	Consistently uses sound counseling techniques WS, SUP, VOED, EMR TEACHER, COORD, EVAL, REHAB
CG	108	Inform students of scholarships and grants available OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, EVAL
CG	108 1	Inform clients of scholarships and grants available REHAB
CG	109	Conduct orientation for available academic and vocational programs All Groups
AS	110	Identify requirements of local vocational programs All Groups
EA	111	Assess the ability of individual to modify his or her behavior All Groups
CG	112	Direct students into alternative programs OWE/A, WS, SUP, VOED, EMR TEACHER, COORD, EVAL
CG	112 1	Direct clients into alternative programs REHAB
CL	113a	Conduct conferences with the parents of handicapped students VOED, EMR TEACHER, COORD
CL	113a1	Conduct "staffing" conferences with members of an interdisciplinary team EVAL
CG	113a2	Conduct conferences with handicapped clients REHAB
CL	113b	Conduct conferences with the parents of non-handicapped students VOED, EMR TEACHER, COORD
IIIP	114	Implement program modification for special needs/handicapped students VOED, EMR TEACHER, COORD
IP	114 1	Recommend program modification for special needs/handicapped students EVAL
EA	115	Construct instruments to evaluate instructional objectives for the handicapped VOED, EMR TEACHER, COORD
EA	115 1	Construct instruments to evaluate habilitation objectives for the handicapped EVAL

EA	115 2	Construct instruments to evaluate rehabilitation objectives for the handicapped REHAB
EA	116	Administer appropriate diagnostic tests to the handicapped VOED, EMR TEACHER, COORD, EVAL, REHAB
CGIIIP	117	Utilize results of diagnostic tests administered to the handicapped VOED, EMR TEACHER, COORD, EVAL, REHAB
CGIIIP	118	Utilize results of achievement tests administered to the handicapped VOED, EMR TEACHER, COORD, EVAL, REHAB
IIIP	119	Locate instructional materials for the handicapped VOED, EMR TEACHER, COORD, REHAB
EA	119 1	Locate assessment materials for the handicapped EVAL
IIIP	120	Select instructional materials for the handicapped VOED, EMR TEACHER, COORD, REHAB
EA	120 1	Select assessment materials for the handicapped EVAL
IP	121a	Develop Vo Ed instructional materials for handicapped students VOED, EMR TEACHER, COORD, REHAB
EA	121a1	Develop vocational assessment materials for the handicapped EVAL
IP	121b	Develop Vo Ed instructional materials for non-handicapped students VOED, EMR TEACHER, COORD
EA	121b1	Identify those students who need special services in order to function in training work, and home and family life EVAL
EA	121b2	Identify those clients who need special services in order to function in training work, and home and family life REHAB
AS	122	Develop a process and a procedure for selection of handicapped students for mainstreaming VOED, EMR TEACHER, COORD, EVAL
AS	122 1	Develop a process and a procedure for selection of handicapped clients for mainstreaming REHAB
CO	123	Identify entry level jobs for the handicapped in the community VOED, EMR TEACHER, COORD, EVAL, REHAB
IP	124	Develop student training plans for the handicapped VOED, EMR TEACHER, COORD
IP	124 1	Develop training plans for the developmentally disabled students EVAL
IP	124 2	Develop training plans for the developmentally disabled clients REHAB
EA	125	Assess reading level of handicapped students VOED, EMR TEACHER, COORD
EA	125 1	Assess vocational limitations of handicapped students EVAL

EA	125 2	Assess vocational limitations of handicapped clients REHAB
EAIP	126	Prescribe remedial math activities for the handicapped VOED, EMR TEACHER, COORD
EAIP	126 1	Prescribe remedial activities for the handicapped in overcoming vocational handicaps EVAL, REHAB
EAIP	127	Prescribe remedial reading activities for the handicapped VOED, EMR TEACHER, COORD
COEA	127 1	Recommend at what point students are ready to enter training or employment EVAL
COEA	127 2	Determine at what point clients are ready to enter training or employment REHAB
EA	128	Assess the ability of handicapped individuals to modify his or her behavior VOED, EMR TEACHER, COORD, REHAB
EA	128 1	Identify functional competencies and disabilities EVAL
CG	129	Direct handicapped students with alternative programs VOED, EMR TEACHER, COORD
CG	129 1	Recommend handicapped students to alternative programs EVAL
CG	129 2	Direct handicapped clients to alternative programs REHAB
IP	130	Develop an Individual Educational Plan (IEP) for handicapped students VOED, EMR TEACHER, COORD
IP	130 1	Develop Individual Vocational Plan (IVP) for handicapped students EVAL
IP	130 2	Develop Individual Written Rehabilitation Plan for handicapped clients REHAB
IIIP	131	Adapt your curriculum and instruction for the handicapped VOED, EMR TEACHER, COORD
CG	131 1	Assist students in understanding stress and in utilizing coping behaviors EVAL
CG	131 2	Assist clients in understanding stress and in utilizing coping behaviors REHAB
EA	132a	Assess the psychomotor skills of handicapped students VOED, EMR TEACHER, COORD, REHAB
EA	132a1	Assess the psychomotor skills (dexterity and coordination) of handicapped students EVAL
EA	132b	Assess the psychomotor skills of non-handicapped students VOED, EMR TEACHER, COORD, REHAB
EA	132b1	Assess the psychomotor skills (dexterity and coordination) of non-handicapped students EVAL

EA	133	Provide assistance in the work evaluation of handicapped students referred to a V.E.P.D. or J.V.S. COORD
EA	133 1	Select, administer and interpret work samples EVAL
CGEA	133a	Describe and assess counselor feelings toward clients' disabilities REHAB
EA	133b	Identify coping behaviors which allow counselor to assist clients in achieving the highest level of productivity REHAB
EA	134	Monitor students' progress in accordance with the IEP and Vo Ed program COORD
EA	134 1	Select and administer commercial vocational evaluation systems EVAL
CG	134 2	Assist clients in terminating counseling in a manner that is likely to increase the clients' ability to function independently of the counselor REHAB
IP	135	Assist in the development of the IEP and Vo Ed program (with specific instructional objectives) COORD
EA	135 1	Analyze the results from commercial vocational evaluation systems EVAL
CLEA	135a	Identify critical issues or points in the counseling process when medical consultation is indicated REHAB
ASCG	135b	Know how to write consultation requests to be productive to counseling process REHAB
IP	136	Assist the classroom teacher and vocational instructor in the development and modification of curriculum and instructional materials COORD
EA	136 1	Determine and verify students' medical, social, educational, psychological and economic history EVAL
CGCO	136 2	Use knowledge of labor market processes to assist clients in the tasks of locating, obtaining, and progressing in employment REHAB
CMII	137	Assist the classroom teacher and vocational instructor in the development of new teaching techniques and classroom management techniques COORD
CGEA	137 1	Make placement recommendations based on vocational evaluation data EVAL
II	138	Provide supplemental instructions to students requiring intensive support COORD

EA	138	1	Develop local norms from data EVAL
CL	139		Provide liaison to the home school and parents COORD
EA	139	1	Match student occupational interest and ability EVAL
CL	140		Serve as liaison to those directly involved with providing services to the handicapped student (i.e. teachers, counselors, work-study coordinators, lab instructors) COORD
COEA	140	1	Conduct on-the-job evaluation EVAL
EA	141		Assist in the development of an ongoing evaluation and referral system for tenth grade handicapped students in the home school COORD
EA	141	1	Conduct situational assessment EVAL
EA	142		Monitor progress of handicapped students on a continuous basis COORD
ASCL	142	1	Train vocational evaluation support staff EVAL
AS	143		Develop procedures for returning handicapped students to the work-study program or home school program COORD
EA	143	1	Assess physical capacity, work habits, work tolerance and habilitation potential EVAL
CO	144		Assist the work-study coordinator in follow-up studies to determine progress of program graduates and/or dropouts COORD
EA	144	1	Assess learning styles and fundamental living skills EVAL
CGEAIP	145		Utilize occupational information sources such as DOT and OOH EVAL
EA	147		Evaluate the capacity of vocational evaluation to adequately serve students with special needs EVAL
BF	148		Develop an understanding of relevant professional associations EVAL

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Kent State Transition Competency Studies

APPENDIX D

Individualized Career Development Plan (ICDP)

This instrument was designed to be used by "practitioner" level (BS/MS) students enrolled in Kent State's Interdisciplinary (SPED, VOED, VO RHAB) transition training program.

The items are based on:

1. Kent State Transition Competency Studies;
2. Martha Walker's work on Multicultural Competencies; and
3. Leahy, M. J., Shapson, P. R., & Wright, G. N. (1987). Professional Rehabilitation Research: Project Methodology. Rehabilitation Counseling Bulletin, 94-118.

KENT STATE UNIVERSITY
INDIVIDUALIZED CAREER DEVELOPMENT PLAN

Practitioner Competency Rating Chart: (Transition/Secondary)

Name: _____ Date: _____

Please rate each of the following competencies using the following scales:

A. Importance: Please indicate how important is this competency to your current and/or projected professional role functions (as defined above).

- 4 Crucial
- 3 Very important
- 2 Important
- 1 Of little importance
- 0 Irrelevant/insignificant; not important

B. Current level of competence: Please indicate your current level of proficiency.

- 4 Mastery (can train/supervise others; can serve as problem solving resource).
- 3 Competent (can solve most problems without help).
- 2 Basic proficiency (can deal with routine applications at entry level).
- 1 Awareness (aware of basic factors involved).
- 0 Little/no competence (unprepared to demonstrate this competency).

C. Need: Please indicate the level of need for further training and experience on each competency given your individual future role projections, your current role functions, and your current level of proficiency.

- 4 Great need
- 3 Considerable need
- 2 Some need
- 1 Little need
- 0 No need

COMPETENCY RATING CHART (TRANSITION/SECONDARY)

INSTRUCTION/CURRICULAR RELATED (I/C)

	A	B	C
	<u>Importance</u>	<u>Current Status</u>	<u>Need</u>
1 Identify community resource people and field trip sites.	—	—	—
2 Develop local program objectives congruent with the needs of persons with disabilities.	—	—	—
3 Develop unit plans responsive to the needs of persons with disabilities.	—	—	—
4 Organize career education units responsive to the needs of persons with disabilities.	—	—	—
5 Write behavioral objectives responsive to the needs of persons with disabilities.	—	—	—
6 Incorporate information about business and industry into curriculum.	—	—	—
7 Implement a course of study responsive to needs of persons with disabilities.	—	—	—
8 Organize monthly, weekly and daily plans.	—	—	—
9 Construct lesson plans with provisions for persons with disabilities.	—	—	—
10 Develop VoEd and/or secondary academic materials for persons with disabilities.	—	—	—
11 Develop IEPs and training plans for persons with disabilities.	—	—	—
12 Display knowledge of fair and appropriate grading systems for students with learning disabilities.	—	—	—

	A	B	C
	<u>Importance</u>	<u>Current Status</u>	<u>Need</u>
13 Display ability to apply the results of diagnostic tests to the development of instructional objectives for students with handicaps.	—	—	+ —
14 Display ability to use parental information about students to develop instructional objectives with handicaps.	—	—	—
15 Display ability to use classroom observations of the handicapped student to develop instructional objectives.	—	—	—
16 Display knowledge of regular education teacher's role as a member of a team to develop Individualized Education Plans (IEPs).	—	—	—
17 Display knowledge of the most effective teaching methods and/or strategies for students with different handicapping conditions.	—	—	—
18 Display the ability to locate and use materials and aids (unrelated to content) that help a student compensate for a disability (i.e., tape recorder, large print books, etc.)	—	—	—
19 Display ability to develop lesson plans to meet instructional needs of both regular and handicapped students.	—	+ —	—
20 Display knowledge of available resources, such as specialists and para-professionals, and how they can support the instruction of handicapped students integrated into your class.	—	—	—
21 Display knowledge of various techniques to motivate students with learning handicaps.	—	—	—
22 Display knowledge of behavior modification principles and techniques and how to apply them with learning handicapped students.	—	—	—

	A	B	C
	<u>Importance</u>	<u>Current Status</u>	<u>Need</u>
23 Display knowledge of behavioral and learning characteristics of students with learning handicaps.	—	—	—
24 Display knowledge of teacher rights, liabilities and ethical responsibilities under special education laws such as PL 94-142.	—	—	—
25 Display knowledge of student rights under special education laws such as PL 94-142.	—	—	—
26 Display knowledge of parents' role and rights concerning the handicapped child's school program.	—	—	—
27 Display ability to communicate effectively with parents of the handicapped student about realistic goal setting, referral needs, and student progress.	—	—	—
28 Display knowledge of how to enlist parents of students with handicaps in development and implementation of educational programs.	—	—	—
29 Display ability to assess and modify personal teaching behavior as situations and pupils change.	—	—	—
30 Display knowledge of the content, structure, and levels of complexity and abstraction of the components of the secondary curriculum and the ability to apply that knowledge to placement, and curriculum/instruction modification decisions.	—	—	—
31 Display the ability to apply curricular content to aspects of everyday life and work in specific and concrete ways and the ability to relate such applications to the life space and future role functioning of youths with handicaps and/or minority youth.	—	—	—

	A	B	C
	<u>Importance</u>	<u>Current Status</u>	<u>Need</u>
32 Display the ability to relate one's curricular specialty to career exploration and preparation activities and to a wide range of specific jobs offerial potential employment to handicapped youth and adults.	—	— *	—
33 Employ a variety of educational questioning techniques.	—	—	—
34 Locate and select instructional materials for persons with disabilities.	—	—	—
35 Adapt curriculum/instruction for persons with disabilities.	—	—	—
36 Give a lecture.	—	—	—
37 Present demonstration.	—	—	—
38 Operate A-V equipment.	—	—	—
39 Participate in team teaching efforts.	—	—	—
40 Employ a wide variety of behavior management skills designed to increase, suppress or extinguish academic and social behaviors.	—	—	—
41 Control environmental factors which effect the likelihood of a behavior occurring.	—	—	—
42 Maintain data files for persons with disabilities.	—	—	—
43 Implement attendance recording system.	—	— *	—
44 Compile and interpret information to maintain a current educational record on persons with handicaps.	—	—	—
45 Identify emotional factors in class functioning.	—	—	—
46 Evaluate effectiveness of instruction.	—	—	—
47 Employ alternative grading methods.	—	—	—
48 Implement a system of anecdotal records.	—	—	—

	A	B	C
	<u>Importance</u>	<u>Current Status</u>	<u>Need</u>
49 Observe and chart academic and social behaviors.	—	—	—
50 Display the ability to employ appropriate media and/or computer technology to instructional practices with pupils with disabilities.	—	—	—
51 Display ability to integrate data for psychological reports, norm referenced tests, and other case study information to identify educational concerns to be addressed through instruction.	—	—	—
52 Apply knowledge of past, present SPED and mainstream curricula to the development and/or implementation of curriculum and instruction for students with disabilities.	—	—	—
53 Display the ability to develop and implement comprehensive lesson plans which are differentially responsive to the needs of students with disabilities who are of varying developmental levels and linguistic, racial and/or ethnic backgrounds and of both sexes.	—	—	—
54 Display the ability to conduct appropriate formative and summative evaluation procedures applied to units, lessons, and teaching media and materials.	—	—	—
55 Display the ability to develop long range goals and short term objectives based upon assessment data.	—	—	—
56 Display the ability to design, implement, and evaluate behavior and classroom management procedures.	—	—	—
57 Display the ability to help students with disabilities to understand the abstractions in academic subjects.	—	—	—
58 Display the ability to help students with disabilities develop functional knowledge and skills in mathematics.	—	—	—

	<u>A</u>	<u>B</u>	<u>C</u>
	<u>Importance</u>	<u>Current Status</u>	<u>Need</u>
59 Display ability to help students with disabilities to develop functional knowledge and skills in the social studies.	—	—	—
60 Display the ability to vary instruction in math, science, and social science to meet the individual needs of pupils with disabilities.	—	+	—
61 Display the ability to relate the nature and characteristics of persons with disabilities to their educational needs.	—	—	—
62 Display to ability to develop and use a class analysis in the design of instruction for students with disabilities.	—	—	—
63 Display the ability to integrate subject matter into an educational curriculum for pupils with disabilities.	—	—	—
64 Display the ability to develop a yearly plan for a self-contained handicap classroom.	—	—	—
65 Display the ability to implement a career education program for students with disabilities.	—	—	—
66 Display the ability to help youth with disabilities to explore job and career options.	—	—	—
67 Instruct persons in preparing for the job interview (e.g., job application, attire, interviewing skills).	—	—	+
68 Instruct persons in methods of systematic job search skills.	—	—	—

COORDINATION RELATED (CO):

- | | | | |
|--|---|---|---|
| 1 Confront persons with observations about inconsistencies between their goals and their behavior. | — | — | — |
| 2 Develop mutually agreeable vocational counseling goals. | — | — | — |

	A <u>Importance</u>	B <u>Current Status</u>	C <u>Need</u>
3 Talk to persons regarding desirable work behaviors in order to help them improve their employability.	—	—	—
4 Discuss with persons labor market conditions which may influence the feasibility of entering certain occupations.	—	—	—
5 Identify one's own biases and weaknesses which affect the development of healthy personal relationships.	—	—	—
6 Discuss with persons to help them appreciate and emphasize their personal assets.	—	—	—
7 Interpret a person's diagnostic information (e.g., tests, vocational and educational records, medical reports).	—	—	—
8 Relate person's stated interests and values to vocational choices.	—	—	—
9 Review medical information with persons to determine vocational implications of their functional limitations.	—	—	—
10 Recognize psychological problems (e.g., depression, suicidal ideation) requiring consultation or referrals.	—	—	—
11 Verify accuracy of case information.	—	—	—
12 Adjust intervention approaches or styles according to a person's cognitive and personality characteristics.	—	—	—
13 Prepare, with person, rehabilitation educational and/or personal plans with mutually agreed upon interventions and goals.	—	—	—
14 Discuss person's education and/or vocational plans when they appear unrealistic.	—	—	—

	A <u>Importance</u>	B <u>Current Status</u>	C <u>Need</u>
15 Counsel persons to select jobs consistent with their abilities, interests and rehabilitation goals.	—	—	—
16 Identify transferable work skills by analyzing person's work history and functional assets and limitations.	—	+	—
17 Identify and comply with the ethical and legal implications of a person's relationships with others.	—	—	—
18 Identify social, economic and environmental forces that may adversely affect a person's motivation toward employment.	—	—	—
19 Abide by ethical and legal considerations of case communication and recording (e.g., confidentiality).	—	—	—
20 Keep on-going written record of educational/vocational progress.	—	—	—
21 Write case notes, summaries, and reports so that others can understand the case.	—	—	—
22 Create a productive educational environment, characterized by empathy and positive regard for the person.	—	—	—
23 Discuss with persons regarding educational and vocational implications of test and interview information.	—	—	—
24 Identify educational and training requirements for specific jobs.	—	—	—
25 Determine the level of intervention necessary for job placement (e.g., job club, supported work, O.J.T.).	—	—	—
26 Document all significant vocational findings sufficient for legal testimony or records.	—	—	—
27 Recommend occupational and/or educational materials for persons to explore vocational alternatives.	—	—	—

	A	B	C
	<u>Importance</u>	<u>Current Status</u>	<u>Need</u>
28 Make logical job, work area or adjustment training recommendation based on comprehensive person information.	—	—	—
29 Match person's needs with job reinforcers and person aptitudes and job requirements.	—	—	—
30 Integrate assessment data to describe person's residual capacities for purposes of rehabilitation planning.	—	—	—
31 Use behavioral observations to make inferences about work personality characteristics and adjustment.	—	—	—
32 Facilitate learning support services for persons with disabilities.	—	—	—
33 Facilitate teacher understanding of instructional modifications needed to support persons with disabilities.	—	—	—
34 Facilitate parent conference between colleagues and parent of person with disabilities.	—	—	—
35 Conduct conferences with persons with disabilities.	—	—	—
36 Moderate discussion about sensitive issues.	—	—	—
37 Identify drug abuse symptoms and make appropriate referrals.	—	—	—
38 Employ value clarification strategies.	—	—	—
39 Inform persons with disabilities of scholarships.	—	—	—
40 Conduct orientation for programs.	—	—	—
41 Assist persons with disabilities in identification of alternative programs.	—	—	—
42 Coordinate program with law enforcement agencies.	—	—	—
43 Conduct home visitations.	—	—	—

	<u>A</u>	<u>B</u>	<u>C</u>
	<u>Importance</u>	<u>Current Status</u>	<u>Need</u>
44 Inform parents of responsibilities and options for persons with disabilities.	—	—	—
45 Participate in parent advocate conference re: persons with disabilities.	—	—	—
46 Organize club programs.	—	—	—
47 Develop presentations on philosophy and goals.	—	—	—
48 Publicize programs in schools and community.	—	—	—
49 Develop public relations literature.	—	—	—
50 Facilitate actions of intervention assistance teams.	—	—	—
51 Display the ability to function as as a member of a professional team.	—	—	—
52 Display the ability to relate meaningfully and appropriately to students with disabilities and their families.	—	—	—
53 Display ability to use knowledge of the involvement of parents and advocates of exceptional individuals and salient organizations in decision making approaches in students with disabilities.	—	—	—
54 Display the ability to enhance the value and functioning of a family support system for students with disabilities.	—	—	—
55 Display the ability to appropriately refer persons to community programs and other community resources.	—	—	—
56 Assess the significance of person's disabilities in consideration of medical, psychological, educational and familial status.	—	—	—
57 Assess person's readiness for gainful employment.	—	—	—

	A <u>Importance</u>	B <u>Current Status</u>	C <u>Need</u>
59 Determine appropriate community services for person's stated needs.	—	—	—
60 Evaluate person's social support system (family, friends and community relationships).	—	—	—
61 Assist persons in modifying their lifestyles to accommodate functional limitations.	—	—	—
62 Provide prospective employers with appropriate information on person's work skills and abilities.	—	—	—
63 Respond to employer's biases and concerns regarding hiring persons with disabilities.	—	—	—
64 Conduct a job club program.	—	—	—
65 Use local resources to assist with placement (e.g., employer contacts, colleagues, state job services).	—	—	—
66 Collaborate with other providers so that services are coordinated, appropriately and timely.	—	—	—
67 Consult with medical professionals regarding functional capacities, prognosis, and treatment plans for person.	—	—	—
68 State clearly the nature of person's problems for referral to service providers.	—	—	—
69 Refer clients to appropriate specialists and/or special services.	—	—	—
70 Coordinate activities of all agencies involved in a rehabilitation plan.	—	—	—
71 Report to referral sources regarding progress of cases.	—	—	—
72 Provide information regarding your organization's programs to current and potential referral services.	—	—	—
73 Select appropriate adjustment alternatives such as rehabilitation	—	—	—

	A <u>Importance</u>	B <u>Current Status</u>	C <u>Need</u>
centers or educational programs.	—	—	—
74 Interpret your organization's policy, laws, and regulations to persons and others.	— +	—	—
75 Monitor person's post-employment adjustment to determine need for additional services.	—	—	—
76 Counsel with a person's family to provide information and support positive coping behaviors.	—	—	—
77 Conduct group activities and programs such as job clubs, vocational exploration groups or job-seeking skills group.	—	—	—
78 Counsel regarding sexual concerns related to the presence of a disability.	—	—	—
79 Promote public awareness and legislative support of rehabilitation programs.	—	—	—
80 Participate with advocacy groups to promote rehabilitation programs.	—	—	—
81 Explain the development and philosophical foundations of rehabilitation to the general public.	—	—	—
+ 82 Make sound and timely financial decisions within the context of your work setting.	—	—	—
83 Negotiate financial responsibilities with the referral source and/or sponsor for a person's rehabilitation.	—	—	—
84 Market rehabilitation services to businesses and organizations.	—	—	—
85 Understand insurance claims processing and professional responsibilities in worker's compensation.	—	—	—

	A <u>Importance</u>	B <u>Current Status</u>	C <u>Need</u>
86 Negotiate with employers or labor union representatives to reinstate/rehire an injured worker.	—	—	—
+ 87 Provide expert opinion or testimony regarding employability and rehabilitation feasibility.	—	—	—
88 Provide consultation to employers regarding accessibility and rehabilitation feasibility.	—	—	—
89 Serve as a vocational expert to public agencies, law firms, and/or private businesses.	—	—	—
90 Use computerized systems for job placement assistance.	—	—	—
91 Identify and arrange for functional or skill remediation services for person's successful job placement.	—	—	—
92 Obtain regular person feedback regarding satisfaction with services delivered and suggestions for improvement.	—	—	—
93 Explain the services and limitations of various community resources to persons.	—	—	—
94 Read professional literature related to business, labor markets, medicine and rehabilitation.	—	—	—
95 Understand the applications of current legislation affecting the employment of disabled individuals.	+	—	—
96 Apply principles of rehabilitation legislation to daily practice.	—	—	—
97 Educate persons regarding their rights under federal and state laws.	—	—	—
98 Apply labor market information influencing the tasks of locating, obtaining, and progressing in employment.	—	—	—

	A	B	C
	<u>Importance</u>	<u>Current Status</u>	<u>Need</u>
99 Inform persons of job openings suitable to their needs and abilities.	—	—	—
100 Describe social security regulations and procedures regarding disability determination and benefits.	+	—	—
101 Facilitate acceptable person's work behavior through the use of behavioral techniques.	—	—	—
102 Use supportive techniques to prepare persons for the stress of job hunting.	—	—	—
103 Recommend modifications of job tasks to accommodate a person's functional limitation.	—	—	—
104 Utilize occupational information materials and publications in job analysis and development.	—	—	—
105 Analyze the task of a job, utilizing standard D.O.L. methods.	—	—	—

ASSESSMENT AND EVALUATION (A/E):

1 Ability to assess and/or evaluate without formal testing a student's earning style or behavior pattern.	—	—	—
2 + Knowledge of appropriate ways to assess and/or evaluate academic achievement or progress of students with learning handicaps.	—	—	—
3 Select and/or develop appropriate testing environments.	—	—	—
4 Adhere to the APA/AERA test standards and restrictions (classes A, B, C).	—	—	—
5 Evaluate standardized instruments with respect to validity, reliability, and appropriate norming.	—	—	—

	A	B	C
	<u>Importance</u>	<u>Current Status</u>	<u>Need</u>
6 Utilize behavior observation scales and techniques (e.g., time sampling, point sampling).	—	—	—
+ 7 Develop local norms for assessment instruments and techniques, classification systems.	—	—	—
8 Adapt evaluation tools and systems to meet needs of persons with a disability.	—	—	—
9 Utilize statistical concepts association with assessment instruments and procedures.	—	—	—
10 Administer appropriate standardized tests and/or work samples.	—	—	—
11 Construct criterion referenced tests over academic/vocational content for persons with disabilities.	—	—	—
12 Interpret psychological test reports.	—	—	—
13 Interpret educational tests.	—	—	—
14 Interpret test and/or work sample results to persons and others.	—	—	—
15 Select evaluation instruments and techniques according to their appropriateness and usefulness for a particular person.	—	—	—
16 Identify person's work personality characteristics to be observed and rated on an actual job or simulated work situation.	+ —	—	—
17 Assess individual's ability to manage own behavior.	—	—	—
18 Administer and interpret diagnostic and educational tests.	—	—	—
19 Chart academic and career progress of persons with disabilities.	—	—	—

	<u>A</u> <u>Importance</u>	<u>B</u> <u>Current</u> <u>Status</u>	<u>C</u> <u>Need</u>
20 Determine specific cognitive, affective and psychomotor strengths and limitations of persons with disabilities.	—	— +	—
21 Identify particular learning styles of persons with disabilities.	—	—	—
22 Diagnose reading, math and written expression problems.	—	—	—
23 Assess psychomotor skills of persons with disabilities.	—	—	—
24 Interpret vocational interest tests.	—	—	—
25 Organize program review and evaluation.	—	—	—
26 Display ability to apply information about the types, meaning of scores, norm groups, validity, reliability, and appropriateness of formal tests of "intelligence", achievement (e.g., reading, math, spelling), adaptive behavior, and perceptual motor skills; to the assessment of persons with disabilities.	—	—	—
27 Utilize knowledge and skills to select and use appropriate informal instruments for assessing skills in students with disabilities.	—	—	—
28 Use assessment knowledge and skills to select or develop and use observation systems for data collection.	—	—	—
29 Demonstrate the ability to use a variety of charting/tracking procedures for documenting pupil change.	—	—	—
30 Display the ability to adhere to criteria for multifactored and non-discriminatory assessment recommended by PL 94-142 (and related litigation and legislation) in assessment activities.	—	—	—
31 Display the ability to participate in the development and implementation of IEPs for students with disabilities.	—	—	—
32 Monitor person's progress using goal-attainment scaling or other rating systems	—	—	—

A	B	C
<u>Importance</u>	<u>Current Status</u>	<u>Need</u>

MULTICULTURAL COMPETENCIES (MC):

- | | | | |
|---|---|---|---|
| 1 Display awareness and sensitivity to person's own cultural heritage and to valuing and respecting differences. | — | — | — |
| 2 Display awareness of person's own values and biases and how they may affect minority persons. | — | — | — |
| 3 Display comfort with differences that exist between the counselor and person in terms of race and beliefs. | — | — | — |
| 4 Display sensitivity to circumstances (personal biases, stage of ethnic identity, sociopolitical influences, etc.) which may dictate referral of the minority person to a member of person's own race/culture. | — | — | — |
| 5 Good understanding of the socio-political system's operation in the United States with respect to its treatment of minorities. | — | — | — |
| 6 Display specific knowledge and information about the particular group person is working with. | — | — | — |
| 7 Display a clear and explicit knowledge and understanding of the generic characteristics of counseling and therapy. | — | — | — |
| 8 Display an awareness of institutional barriers which prevent minorities from using mental health services. | — | — | — |
| 9 Display ability to generate a wide variety of verbal and nonverbal responses. | — | — | — |
| 10 Display ability to send and receive both verbal and nonverbal messages accurately and "appropriately". | — | — | — |
| 11 Display ability to exercise institutional intervention skills on behalf of persons persons with disabilities when appropriate. | — | — | — |

	A <u>Importance</u>	B <u>Current Status</u>	C <u>Need</u>
12 Display knowledge about the contribution of minority and/or handicapped individuals' contributions to our society and the life space of such individuals, now and in the past, and the ability to apply such knowledge to their own curricular specialty and to the needs of their students.	—	—	—
13 Identify and challenge stereotypic views toward persons with disabilities.	—	—	—

BASIC FOUNDATION (BF):

1 Be able to apply a wide variety of instructional models which relate to learning.	—	—	—
2 Be able to apply theories of human development in cognitive, motor, language, moral, and psychosocial domains.	—	—	—
3 Display ability to review and critically analyze research reports.	—	—	—
4 Display the ability to define the implications of scholarly literature for programming for persons with disabilities.	—	—	—
5 Display an understanding of the role and purpose of education in different cultures and subcultures.	—	—	—
6 Display an understanding of the role and purpose of education relative to various cultures.	—	—	—
7 Display the ability to relate salient legislation, case law and regulations to decisions about persons with disabilities.	—	—	—
8 Display the ability to apply philosophical principles to working with persons with disabilities.	—	—	—

	A <u>Importance</u>	B <u>Current Status</u>	C <u>Need</u>
9 Display the ability to use the history and current events in SPED and related fields to develop a perspective useful in the decision making relevant to students with disabilities.	—	—	—
10 Display the ability to use knowledge of psycho-socio-political macro systems in effective decision making relevant to students with disabilities.	—	—	—
11 Display the ability to use appropriate knowledge, skills, values and attitudes in working with culturally diverse groups.	—	—	—
12 Display the ability to analyze, criticize, evaluate, and apply research to decision making relevant to persons with disabilities.	—	—	—
13 Display the ability to identify problems and options and paradigms in the education of persons with disabilities which are amenable to empirical study.	—	—	—
14 Display the capability to apply salient measurement, statistical and research design concepts to the analysis' synthesis and evaluation of empirical research efforts.	—	—	—
15 Display the ability to analyze behavior from varying perspectives (e.g., ABH, psychodynamic, ecological, etc.).	—	—	—
16 Apply research information for working with students with disabilities and their families and friends/educators.	—	— *	—

Kent State Transition Competency Studies

APPENDIX E

Robinson, J. H., Zych, A., Lukose, S., and Shama, D. (1982). The importance of professional competencies as perceived by Rehabilitation Counselors.

The competencies analyzed in this study were adapted from the prior KSU Competency Studies and from articles by Harrison & Lee; Rubin & Emener; Pouter, Rubin, Sink and Freeman, all of which were published in the Fall 1979 edition of the Journal of Applied Rehabilitation Counseling.

Readers interested in this topic will want to look up a major national RHAB Competency validation study which was conducted and published as the whole edition of the Rehabilitation Counseling Bulletin (1987). The methodology of this work by Wright and his colleagues is presented as:

Leahy, M. J., Shapson, P. R., & Wright, G. N. (1987). Professional

Rehabilitation Research: Project Methodology. Rehabilitation Counseling Bulletin. 94-118.

The Importance of Professional Competencies as Perceived
by Rehabilitation Counselors

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The Importance of Professional Competencies
as Perceived by Rehabilitation Counselors

Purpose:

The purpose of this study was to:

- (1) study the percepts of the importance of certain professional competencies held by field-based rehabilitation counselors as a function of training and education, experience, work setting, certification status, age and sex; and
- (2) compare the percepts of rehabilitation counselors with those of other professionals involved in the vocational rehabilitation and education of disabled individuals.

Background:

This is the fifth in a series of studies designed to elicit the percepts of field-based professional personnel concerned with the vocational rehabilitation and education of the disabled as to the importance of a number of professional competencies. The purpose of the series is to support an effort to build inter-disciplinary pre- and in-service programs for those working in career and vocational programming for the disabled.

Beginning in 1975, competency survey forms were designed for:

- (1) Vocational educators serving special needs students. This included:
 - (a) Occupational Work Adjustment (OWA) coordinators, and
 - (b) Occupational Work Experience (OWE) coordinators.
- (2) "Regular" vocational educators;
- (3) Special education (Educable Mental Retardation) personnel. This included:
 - (a) EMR work-study coordinators, and
 - (b) High school classroom teachers of the EMR.

The immediate stimulus to the present effort was a series of articles in the Fall 1979 edition of the Journal of Applied Rehabilitation Counseling, particularly those by Harrison and Lee; Rubin and Emener; Porter, Rubin and Sink; and Freeman.

Method

Subjects:

The subjects consisted of 131 Vocational Rehabilitation Counselors (VRCs) employed by the Ohio Bureaus of Vocational Rehabilitation and Services for the Blind.

The number of respondents in the contrast groups was as follows:

- (1) Special needs vocational educators: (a) OWA 228; (b) OWE 330;
- (2) "Regular" vocational educators: 278; (3) Special educators: (a) EMR work-study coordinators 70; (b) EMR high school teachers 63.

Instruments:

The competency survey form was designed for VRCs based upon our prior surveys and the literature (particularly the articles cited above). The form included competencies in the following professional areas:

<u>Area</u>	<u>No. of Competencies</u>
Rehabilitation Progress Management	32
Case Management	19
Coordination	18
Remediation/Rehabilitation/Habilitation	14
Counseling	14
Special needs of the handicapped	28
Other professional activities	<u>22</u>
Total	147

Roughly two-thirds to three-fourths of those are either identical or substantively equivalent to items on the survey forms administered to the other professional groups.

The evaluation involved rating the importance of the competency for them professionally on a five-point scale:

- 1 of no importance
- 2 of little importance
- 3 of some importance
- 4 of considerable importance
- 5 of great importance

Demographic information on the counselors was also obtained.

Procedures

Data Collection:

After developing and piloting the survey form and obtaining clearance from State rehabilitation officials, the competency survey form was mailed to all VRCs employed by the Ohio Bureau of Vocational Rehabilitation and Services for the Blind in the Spring of 1980.

Data Analysis:

The competencies were ranked according to \bar{X} ranking by the rehabilitation counselors (please see table entitled "Data Descriptive of the Rehabilitation Counselors").

Cross breaks on several demographic variables were analyzed (Chi Square) for the rehabilitation counselors' data (please see table entitled "Competencies and Variables Reflecting Significant Differences" and "A Summary of Chi Square Analyses of Importance Ratings as Perceived by Rehabilitation Counselors as a Function of Education").

Chi Square analyses comparing the percepts of rehabilitation counselors with those of other professionals were employed (please see table entitled "Summary of the Results of Chi Square Comparisons of the Percepts of Rehabilitation Counselors Against Selected Educators as to the Importance of Certain Teacher Competencies").

Data Descriptive of the Rehabilitation Counselors

Rank	Item No.	Item	Missing n	\bar{X}	Percentage:	
					No & Little Importance	Considerable & Great Importance
98	1	Estimate cost of materials.	3	3.094	70.2	29.8
66	2	Implement program modifications.	3	3.539	44.6	55.4
41	3	Research current trends in business and industry.	0	3.908	35.5	64.5
27	3a	Survey local trends in business and industry.	0	4.092	23.7	76.3
44	4	Establish a plan for continuing professional inservice education.	1	3.885	28.	71.6
34	4a	Establish a plan for continuing personal professional development.	2	3.984	48.7	51.3
63	5	Assist clients in scheduling adjustments.	9	3.574	29.3	69.9
31	6	Determine how financial and other resources will be allocated in provision of client services.	1	4.000	48.7	51.3
117	7	Organize an advisory committee.	1	2.500	98.7	7.3
62	8	Maintain a personal data file for each client.	3	3.586	47.7	51.3
99	9	Develop a presentation on program philosophy and goals.	2	3.062	71.3	28.7
55.5	10	Identify learning disabilities.	2	3.760	43.4	56.6
60	11	Publicize program in school.	1	3.600	52.0	47.9
29	12	Publicize program in community.	1	4.046	26.1	73.9

46	13	Identify personality patterns.	1	3.869	33.4	66.7
58	14	Adjust rehabilitation program to suit the personality patterns of students.	3	3.672	41.4	58.7
15	15	Identify resource people.	1	4.262	18.7	81.3
17	16	Identify educational and training requirements for specific occupations.	1	4.215	18.7	81.3
90	17	Complete state reports.	2	3.194	67.2	32.8
73	18	Identify state and federal guidelines.	2	3.488	55.8	44.2
93	19	Prepare a budget	1	3.169	66.6	33.4
8	20	Orient the clients to the world of work and assist them in developing job seeking skills.	1	4.369	13.8	86.2
38	21	Compile accurate, up-to-date records.	1	3.962	32.5	67.4
49	22	Establish client transportation needs.	2	3.853	32.0	68.0
36	23	Develop positive reinforcement techniques.	1	3.977	26.0	74.0
101.5	24	Arrange guided field experiences.	5	2.937	76.4	23.5
80	25	Communicate individual subject goals to supervisors.	2	3.388	54.9	44.3
106	26	Coordinate activities with law enforcement agencies and the courts.	1	2.892	78.0	21.9

Rank	Item No.	Item	Missing n	\bar{X}	Percentage:	
					No & Little Importance	Considerable & Great Importance
108	27	Organize and/or conduct a local program review and/or evaluation.	1	2.877	80.5	19.5
94	28	Conduct client follow-up studies.	2	3.132	75.4	24.6
87	29	Conduct an employer appreciation program.	1	3.223	66.6	33.4
92	30	Develop local program objectives.	2	3.178	67.2	32.8
74	31	Estimate time sequence for movement into rehabilitation status.	1	3.485	51.3	48.7
4	32	Develop a rehabilitation plan.	1	4.423	12.2	87.8
81	33	Construct instruments to evaluate rehabilitation objectives.	2	3.380	59.0	40.9
88	34	Organize a unit of instruction on career education.	1	3.215	60.2	39.9
40	35	Analyze the tasks of a job.	2	3.938	29.5	70.5
20	36	Analyze job training and requirements for skills in various jobs.	1	4.169	13.8	86.1
70.5	37	Write Behavioral objectives.	3	3.508	52.9	47.1
75	38	Administer appropriate diagnostic tests.	2	3.450	48.8	51.3
5	39	Utilize results of diagnostic tests.	1	4.415	11.4	88.6
72	40	In job analysis/placement/restructure, identify the current limitations imposed by legislation and the administration.	1	3.500	53.6	46.3

30	41	Incorporate business and industrial information in vocational planning.	1	4.031	30.1	69.9
25	42	Utilize results of achievement tests.	2	4.124	22.2	77.9
85	43	Develop a course of study.	4	3.236	62.5	37.5
61	44	Specify health professional resources in the region in which disciplines can be responsive to specific functional questions.	5	3.587	49.6	50.5
107	45	Construct a system of report client progress to students and parents.	2	2.891	77.8	22.1
111	46	Locate instructional materials.	1	2.854	77.3	22.8
113	47	Select instructional materials.	1	2.746	80.5	19.5
118	48	Contact reading resources and publication houses.	2	2.488	91.0	9.1
77	49	Mobilize use of resources in a manner that the number of clients needing service is ultimately reduced.	22	3.422	56.3	43.7
65	50	Give a lecture or participate in public relations.	3	3.555	52.1	47.9
100	51	Present a demonstration.	3	3.055	74.2	25.8
52	52	Conduct a conference with client and spouse/parent/significant other.	4	3.827	36.2	63.8
91	53	Identify problems which need research.	3	3.188	68.8	31.3

Percentage:

Rank	Item No.	Item	Missing n	\bar{X}	No & Little Importance	Considerable & Great Importance
109	54	Group clients for small group instruction.	3	2.875	79.7	20.3
115	55	Develop a system of material storage.	3	2.695	81.2	18.8
12	56	Read and translate medical reports into vocational probabilities (goals, limitations).	3	4.305	14.9	85.2
101.5	57	Moderate client discussion in group settings of sensitive issues.	5	2.937	74.6	25.4
103	58	Prepare a schedule of client activities.	3	2.930	71.9	28.2
67.5	59	Chart client progress.	4	3.520	50.4	49.6
10	60	Identify emotional factors that affect rehabilitation.	4	4.331	15.0	85.0
104	61	Develop a system of recording attendance.	3	2.914	72.7	27.3
32	62	Determine effectiveness of counseling.	4	3.992	26.8	73.2
1	63	Utilize available community facilities.	3	4.531	4.7	95.3
119	64	Operate audio-visual equipment.	4	2.409	92.9	7.1
110	65	Implement team counseling or co-counseling.	6	2.872	78.4	21.6
112	66	Stimulate learning through "brain-storming", "buzz groups", and "question box techniques".	4	2.827	78.7	21.2
79	67	Employ oral questioning techniques.	4	3.394	55.9	44.1
105	68	Employ role-playing and simulation techniques.	3	2.906	78.9	21.1

116	69	Employ project method of learning.	13	2.585	92.3	7.6
114	70	Establish a client tutoring program.	3	2.742	84.4	15.6
51	71	Utilize problem-solving strategies.	3	3.844	35.2	64.9
97	72	Construct a procedure for job relocation procedure.	8	3.122	67.5	32.6
43	73	Evaluate client progress at a training or work station.	3	3.891	32.9	67.2
54	73a	Evaluate client progress at a learning center or learning station.	3	3.805	36.8	63.2
16	74	Identify entry level jobs in the community.	3	4.242	14.8	85.2
59	75	Develop a process and a procedure for client selection.	5	3.659	44.5	55.6
70.5	76	Conduct a successful home visitation.	3	3.508	51.6	48.5
84	77	Conduct a parent conference.	3	3.281	63.3	36.8
34	78	Establish a policy and procedure for job	4	3.984	28.4	71.7
39	79	Conduct a successful home visitation.	3	3.953	27.3	72.7
26	80	Coordinate activities with participating agencies.	2	4.101	21.7	78.3
95.5	81	Develop public relations literature.	2	3.124	64.4	35.6
19	82	Develop client training plans.	3	4.188	20.3	79.7

Rank	Item No.	Item	Missing n	\bar{X}	Percentage:	
					No & Little Importance	Considerable & Great Importance
48	82a	Facilitate and coordinate facility and employer training responsibilities	3	3.859	34.4	65.7
69	83	Inform employer of client progress.	2	3.519	48.8	51.2
57	84	Inform employers of their responsibilities.	2	3.713	38.0	62.0
78	85	Inform parents of their responsibilities.	3	3.414	54.0	46.1
50	86	Involve the family as a primary source of client reinforcement.	4	3.850	35.4	64.6
76	87	Inform school officials of their responsibilities.	3	3.438	47.7	52.4
3	88	Identify emotional factors which contribute to difficulties to rehabilitation.	2	4.450	9.3	90.7
13	89	Identify intellectual factors which contribute to difficulties in rehabilitation.	2	4.295	14.0	86.0
55.5	90	Assess client reading level	2	3.760	37.3	62.8
11	91	Assist clients in identifying and handling their emotional reactions to the disabilities.	3	4.320	12.5	87.5
6	92	Discuss with clients the physical, psycho-social, vocational, and educational implications of their disabilities.	2	4.403	12.4	87.6
95.5	93	Prescribe remedial reading activities.	2	3.124	66.7	33.4
89	94	Assess student comprehension of math concepts.	3	3.195	65.6	34.4

86	95	Devise alternative methods of assessment.	3	3.227	63.3	36.7
34	96	Incorporate world of work into counseling agenda.	2	3.984	27.2	72.9
47	97	Refine observation skills in studying human behavior.	2	3.868	34.2	65.9
24	98	Identify physical factors which contribute to difficulties.	2	4.132	19.4	80.6
82	99	Administer appropriate diagnostic tests.	2	3.364	52.7	47.3
2	100	Identify and detect those types of interventions which are most likely to reduce physical, emotional, or intellectual barriers to effective functioning in training, work, home, and family life.	4	4.472	6.3	93.7
83	101	Identify educational factors that contribute to reading difficulties.	20	3.342	63.9	36.0
14	102	Interpret results of vocational interest tests.	4	4.291	15.8	84.3
7	102a	Interpret psychological tests.	4	4.394	11.0	89.0
18	102b	Interpret educational tests.	4	4.189	21.3	78.7
37	103	Devise problem-solving techniques.	4	3.969	29.9	70.1
53	104	Identify symptoms of drug abuse.	4	3.819	37.0	63.0
45	105	Locate help for drug related problems.	4	3.874	31.4	68.5

Rank	Item No.	Item	Missing n	\bar{X}	Percentage:	
					No & Little Importance	Considerable & Great Importance
64	106	Develop value clarification strategies.	5	3.571	48.4	51.5
22	107	Demonstrate awareness of sound counseling techniques.	5	4.143	21.4	78.6
9	107a	Consistently uses sound counseling techniques.	5	4.341	13.5	86.5
23	108	Inform clients of scholarships and grants available.	4	4.142	18.9	81.1
67.5	109	Conduct orientation for available academic and vocational programs.	4	3.520	44.9	55.1
42	110	Identify requirements of local vocational programs.	4	3.906	29.1	70.9
21	111	Assess the ability of individual to modify his or her behavior.	4	4.165	15.0	85.1
28	112	Direct clients into alternative programs.	8	4.049	23.6	76.5

Competencies and Variables Reflecting Significant Differences

			Significant χ^2 (of 118)	
	f	%	Item Numbers	
1. Community and/or population served	2	1.7	65, 84	
- Urban				
- Rural				
- Urban disadvantaged ,				
2. Education	35	29.7	25, 27, 31, 48, 54, 61, 68, 69, 70, 77, 80, 81, 83, 34, 85, 86, 87, 88, 89, 91, 93, 94, 95, 101, 102, 103, 105, 106, 108, 109, 111, 112, 73a, 82a, 102b	
- Bachelor's degree				
- Master's or post master's degrees				
3. Certification status	4	3.4	13, 15, 55, 80	
- yes				
- no				
4. Counseling experience (non-rehab.)	3	2.5	67, 70, 107a	
- less than 1 year				
- 1 to 2 years				
- 3 or more years				
5. Experience with Bureau of Services for the Blind	3	2.5	25, 90, 105	
- no experience				
- some experience				
6. Training in program planning, development and management	7	5.9	6, 38, 54, 59, 93, 108, 112	
- none or very little experience				
- some experience				
- considerable or great amt. of experience				
7. Training in case management	6	5.1	35, 38, 41, 57, 93, 98	
- none or very little experience				
- some experience				
- considerable or great amt. of experience				
8. Training in job analysis and/or placement	5	4.2	12, 22, 29, 59, 93	
- none or very little experience				
- some experience				
- considerable or great amt. of experience				
9. Sex	6	5.1	8, 14, 16, 18, 45, 73a	
- male				
- female				
10. Number of years with Bureau of Vocational Rehabilitation	6	5.1	4a, 10, 34, 38, 43, 84	
- no experience or less than one year				
- one year				
- 2 years				
- 3-5 years				
- 5 or more years				

Significant χ^2
(of 118)

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	f	%	Item Numbers
11. Training in coordination of client employment	14	11.9	18, 19, 29, 44, 46, 47, 52, 59, 61, 82, 96, 97, 103, 108
- none or very little experience			
- some experience			
- considerable or great amt. of experience			
12. Training in providing medical information	9	7.6	12, 19, 27, 37, 41, 61, 81, 91, 109
- none or very little experience			
- some experience			
- considerable or great amt. of experience			
13. Training in counseling procedures	6	5.1	18, 21, 54, 63, 65, 85
- none or very little experience			
- some experience			
- considerable or great amt. of experience			
14. Training in instruction of the handicapped	6	5.1	12, 40, 46, 47, 59, 72
- no experience			
- very little experience			
- some experience			
- considerable or great amt. of experience			
15. Number of years of counseling experience	3	2.5	4a, 34, 84
- less than 4 years			
- 4 to 9 years			
- 10 or more years			
16. Experience with instructing handicapped and/or disadvantaged persons in a regular class/shop.	3	2.5	6, 33, 96
- none			
- some			
17. Experience with instruction of handicapped and/or disadvantaged persons in a special needs program or special education class (including work-study).	9	7.6	6, 24, 27, 33, 34, 35, 55, 93, 103
- none			
- some			
18. Experience with diagnosis and remediation of learning problems.	20	16.9	13, 18, 19, 20, 24, 33, 35, 36, 47, 59, 61, 68, 72, 73, 73a, 94, 102a, 108, 110, 111
- none			
- some			
19. Age	11	9.3	15, 16, 32, 39, 60, 79, 82, 92, 96, 97, 101
- less than 29 years old			
- 30 to 39 years old			
- over 40 years old			
20. Number of years experience in rehab. counseling	9	7.6	4a, 10, 29, 34, 38, 39, 43, 83, 95
- less than one year, or no experience			
- one year			
- two years			
- 3-5 years			
- 5 or more years experience			

A Summary of Chi Square Analyses of Importance Ratings

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as Perceived by Rehabilitation Counselors as a Function of Education

	Degree	n	P of χ^2	Percentage of Response			
				No Importance	Some Importance	Considerable Importance	Great Importance
1. Estimate cost of materials	College	121	0.29	28.1	42.1	20.7	9.1
2. Implement program modifications.	College	121	0.48	12.4	32.2	43.8	11.6
3. Research current trends in business and industry.	College	124	0.68	4.0	31.5	33.9	30.6
3a Survey local trends in business and industry.	College	124	0.54	4.6	19.1	38.9	37.4
4. Establish a plan for continuing professional inservice education.	College	123	0.49	8.9	19.5	48.0	23.6
4a Establish a plan for continuing personal professional development.	College	122	0.43	3.1	21.7	48.8	26.4
5. Assist clients in scheduling adjustments.	College	115	0.25	8.7	40.0	37.4	13.9
6. Determine how financial and other resources will be allocated in provision of client services.	College	123	0.23	4.9	24.4	38.2	31.7
7. Organize an advisory committee.	College	123	0.55	61.0	31.7	4.9	2.4
8. Maintain a personal data file for each client.	College	121	0.17	25.6	23.1	20.7	30.6
9. Develop a presentation on program philosophy and goals.	College	122	0.44	28.7	42.6	20.5	8.2
10. Identify learning disabilities.	College	122	0.25	5.7	37.7	32.8	23.8
11. Publicize program in school.	College	123	0.12	12.2	39.8	26.8	21.1
12. Publicize program in community.	College	123	0.60	4.1	22.0	39.8	34.1
13. Identify personality patterns.	College	123	0.28	4.9	28.5	42.3	24.4
14. Adjust rehabilitation program to suit the personality patterns of students.	College	121	0.22	11.6	29.8	38.0	20.7
15. Identify resource people.	College	123	0.51	2.4	16.3	35.0	46.3
16. Identify educational and training requirements for specific occupations.	College	123	0.15	4.9	13.8	34.1	47.2
17. Complete state reports.	College	122	0.52	27.0	40.2	20.5	12.3
18. Identify state and federal guidelines.	College	122	0.27	14.8	41.0	26.2	18.0
19. Prepare a budget.	College	123	0.27	34.1	32.5	17.1	16.3
20. Orient the clients to the world of work and assist them in developing job seeking skills.	College	123	0.28	0.8	13.0	35.0	51.2

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Percentage of Response

	Degrees Variable/ Category	n	P of χ^2	No Importance	Some Importance	Considerable Importance	Great Importance
21. Compile accurate, up-to-date records.	College	123	0.61	7.3	25.2	33.3	34.1
22. Establish client transportation needs.	College	122	0.12	9.0	23.0	41.8	26.2
23. Develop positive reinforcement techniques.	College	123	0.78	5.7	20.3	47.2	26.8
24. Arrange guided field experiences.	College	119	0.08	36.1	40.3	18.5	5.0
25. Communicate individual subject goals to supervisors	College	122	0.00				
	Bachelors	69		11.6	29.0	44.9	13.0
	Masters & Post-mast.	53		24.5	49.1	18.9	7.5
26. Coordinate activities with law enforcement agencies and the courts.	College	123	0.11	44.7	33.3	14.6	7.3
27. Organize and/or conduct a local program review and/or evaluation.	College	123	0.05				
	Bachelors	70		30.0	42.9	25.7	1.4
	Masters & Post-mast.	53		49.1	41.5	9.4	0.0
28. Conduct client follow-up studies.	College	122	0.85	25.4	50.0	16.4	8.2
29. Conduct an employer appreciation program.	College	123	0.36	27.6	39.0	22.8	10.6
30. Develop local program objectives.	College	122	0.41	28.7	38.5	23.8	9.0
31. Estimate time sequence for movement into rehabilitation status	College	123	0.01				
	Bachelors	70		7.1	40.0	34.3	18.6
	Masters & post-mast.	53		28.3	28.3	32.1	11.3
32. Develop a rehabilitation plan	College	123	0.61	6.5	5.7	28.5	59.3
33. Construct instruments to evaluate rehabilitation objectives.	College	122	0.94	20.5	38.5	27.0	13.9
34. Organize a unit of instruction on career education.	College	123	0.43	28.5	31.7	29.3	10.6
35. Analyze the tasks of a job.	College	122	0.54	5.7	23.8	40.2	30.3
36. Analyze job training and requirements for skills in various jobs.	College	123	0.51	1.6	12.2	52.8	33.3
37. Write behavioral objectives.	College	121	0.44	15.7	37.2	32.2	14.9
38. Administer appropriate diagnostic tests.	College	123	0.83	31.7	17.1	28.5	22.8

	Degree Variable/ Category	n	P of χ^2	Percentage of Response			
				No Importance	Some Importance	Considerable Importance	Great Importance
39. Utilize results of diagnostic tests.	College	123	0.87	3.3	8.1	35.8	52.8
40. In job analysis/placement/restructuring, identify the current limitations imposed by legislation and the administration.	College	123	0.53	15.4	38.2	31.7	14.6
41. Incorporate business and industrial information in vocational planning.	College	123	0.53	4.9	25.2	34.1	35.8
42. Utilize results of achievement tests.	College +	122	0.53	3.3	18.9	44.3	33.6
43. Develop a course of study.	College	120	0.28	29.2	33.3	27.5	10.0
44. Specify health professional resources in the region in which disciplines can be responsive to specific functional questions.	College	119	0.80	10.9	38.7	34.5	16.0
45. Construct a system of reporting client progress to students and parents.	College	122	0.08	42.6	35.2	17.2	4.9
46. Locate instructional materials.	College	123	0.20	48.0	29.3	17.1	5.7
47. Select instructional materials.	College	123	0.30	56.9	23.6	13.0	6.5
48. Contact reading resources and publication houses.	College	122	0.02				
	Bachelors	69		50.7	37.7	7.2	4.3
	Masters & Post-mast.	53		77.4	17.0	5.7	0.0
49. Mobilize use of resources in a manner that the number of clients needing service is ultimately reduced.	College	103	0.98	24.3	32.0	26.2	17.5
50. Give a lecture or participate in public relations.	College	121	0.55	11.6	40.5	32.2	15.7
51. Present a demonstration	College	121	0.30	28.1	46.1	18.0	7.8
52. Conduct a conference with client and spouse/parent/significant other.	College	120	0.27	7.1	29.1	37.8	26.0
53. Identify problems which need research.	College	121	0.31	25.0	43.8	18.8	12.5
54. Group clients for small group instruction.	College	121	0.00				
	Bachelors	69		37.7	40.6	14.5	7.2
	Masters & Post-mast.	52		42.3	46.2	7.7	3.8
55. Develop a system of material storage.	College	121	0.81	53.9	27.3	14.1	4.7
56. Read and translate medical reports into vocational probabilities (goals, limitations).	College	121	0.60	1.6	13.3	38.3	46.9

	Degree Variable/ Category	n	P of χ^2	Percentage of Response			
				No Importance	Some Importance	Considerable Importance	Great Importance
57. Moderate client discussion in group settings of sensitive issues.	College	119	0.13	42.1	32.5	15.1	10.3
58. Prepare a schedule of client activities.	College	121	0.06	41.4	30.5	21.9	6.3
59. Chart client progress.	College	120	0.47	16.5	33.9	30.7	18.9
60. Identify emotional factors that affect rehabilitation.	College	120	0.14	0.8	14.2	36.2	48.8
61. Develop a system of recording attendance.	College	121	0.03				
	Bachelors	69		43.5	30.4	20.3	5.8
	Masters & Post-Mast	52		46.2	26.9	21.2	5.8
62. Determine effectiveness of counseling.	College	120	0.67	5.5	21.3	41.7	31.5
63. Utilize available community facilities.	College	121	0.41	0.0	4.7	37.5	57.8
64. Operate audio-visual equipment.	College	120	0.06	68.5	24.4	4.7	2.4
65. Implement team counseling or co-counseling.	College	119	0.63	39.2	39.2	16.8	4.8
66. Stimulate learning through "brain-storming", "buzz groups", and "question box techniques".	College	120	0.34	44.1	34.6	15.7	5.5
67. Employ oral questioning techniques.	College	120	0.62	18.9	37.0	29.9	14.2
68. Employ role-playing and simulation techniques.	College	121	0.02				
	Bachelors	69		27.5	50.7	15.9	5.8
	Masters & Post-Mast	52		48.1	36.5	13.5	1.9
69. Employ project method of learning.	College	111	0.01				
	Bachelors	63		44.4	47.6	6.3	1.6
	Masters & Post-Mast	48		66.7	29.2	2.1	2.1
70. Establish a client tutoring program.	College	121	0.04				
	Bachelors	69		43.5	44.9	7.2	4.3
	Masters & Post-Mast	52		53.8	30.8	11.5	3.8
71. Utilize problem-solving strategies.	College	121	0.30	6.3	28.9	39.1	25.8
72. Construct a procedure for job relocation or rotation.	College	116	0.06	30.1	37.4	22.8	9.8

	Degree Variable/ Category	n	P of χ^2	Percentage of Response			
				No Importance	Some Importance	Considerable Importance	Great Importance
73. Evaluate client progress at a training or work station.	College	121	0.19	6.3	26.6	39.1	28.1
73a Evaluate client progress at a learning center or learning station.	College	121	0.04				
	Bachelors	69		2.9	29.0	42.0	26.1
	Masters & Post-mast.	52		21.2	23.1	28.8	26.9
74. Identify entry level jobs in the community.	College	121	0.19	2.3	12.5	43.8	41.4
75. Develop a process and a procedure for client selection.	College	119	0.24	15.9	28.6	29.4	26.2
76. Conduct a successful home visitation.	College	121	0.07	16.4	35.2	29.7	18.8
77. Conduct a parent conference.	College	121	0.03				
	Bachelors	68		23.5	39.7	30.9	5.9
	Masters & Post-mast.	53		22.6	43.3	13.2	20.8
78. Establish a policy and procedure for job placement.	College	120	0.66	7.1	21.3	37.8	33.9
79. Conduct counselor-to-facility conferences.	College	121	0.42	3.1	24.2	46.9	25.8
80. Coordinate activities with participating agencies.	Collge	122	0.03				
	Bachelors	69		2.9	14.5	53.6	29.0
	Masters & Post-Mast.	53		5.7	22.6	34.0	37.7
81. Develop public relations literature.	College	122	0.02				
	Bachelors	69		36.2	23.2	27.5	13.0
	Masters & Post-Mast.	53		43.4	32.1	13.2	11.3
82. Develop client training plans.	College	121	0.52	4.7	15.6	35.9	43.8
82a Facilitate and coordinate facility and employer training responsibilities.	College	121	0.03				
	* Bachelors	68		2.9	26.5	42.6	27.9
	Masters & Post-Mast.	53		11.3	34.0	35.8	18.9
83 Inform employer of client progress.	College	122	0.00				
	Bachelors	69		10.1	31.5	39.1	18.8
	Masters & Post-Mast.	53		25.3	34.0	26.4	11.3

	Degree Variable/ Category	n	P of χ^2	Percentage of Response			
				No Importance	Some Importance	Considerable Importance	Great Importance
84. Inform employers of their responsibilities.	College	122	0.01				
	Bachelors	69		8.7	27.5	46.4	17.4
	Masters & Post-Mast.	53		20.8	24.5	32.1	22.6
85. Inform parents of their responsibilities.	College	121	0.00				
	Bachelors	68		19.1	30.9	38.2	11.8
	Masters & Post-Mast.	53		30.2	32.1	18.9	18.9
86. Involve the family as a primary source of client reinforcement.	College	120	0.00				
	Bachelors	67		3.0	29.9	47.8	19.4
	Masters & Post-Mast.	53		9.4	32.1	32.1	26.4
87. Inform school officials of their responsibilities.	College	121	0.00				
	Bachelors	68		16.2	29.4	42.6	11.8
	Masters & Post-Mast.	53		41.5	15.1	26.4	17.0
88. Identify emotional factors which contribute to difficulties to rehabilitation.	College	122	0.00				
	Bachelors	69		00.0	5.8	49.3	44.9
	Masters & Post-Mast.	53		00.0	15.1	24.5	60.4
89. Identify intellectual factors which con- tribute to difficulties in rehabilitation.	College	122	0.04				
	Bachelors	69		00.0	10.1	52.2	37.7
	Masters & Post-Mast.	53		00.0	18.9	35.8	45.3
90. Assess client reading level.	College	122	0.07	10.9	26.4	38.5	24.0
91. Assist client in identifying and handling their emotional reactions to the disabilities.	College	121	0.02				
	Bachelors	69		00.0	8.7	50.7	40.6
	Masters & Post-Mast.	52		3.8	15.4	34.6	46.2
92. Discuss with clients the physical, psycho- social, vocational, and educational implications of their disabilities.	College	122	0.11	0.8	11.6	34.1	53.5
93. Prescribe remedial reading activities.	College	122	0.00				
	Bachelors	69		30.4	39.1	23.2	7.2
	Masters & Post-Mast.	53		37.7	30.2	22.6	9.4

	Degree Variable/ Category	n	P of χ^2	Percentage of Response			
				No Importance	Some Importance	Considerable Importance	Great Importance
94. Assess student comprehension of math concepts.	College	121	0.05				
	Bachelors	68		29.4	41.2	17.6	11.8
	Masters & Post-Mast.	53		30.2	34.0	24.5	11.3
95. Devise alternative methods of assessment.	College	121	0.03				
	Bachelors	68		26.5	36.8	26.5	10.3
	Masters & Post-Mast.	53		35.8	32.1	17.0	15.1
96. Incorporate world of work into counseling agendas.	College	122	0.13	3.9	23.3	43.4	29.5
97. Refine observation skills in studying human behavior.	College	122	0.62	7.8	26.4	37.2	28.7
98. Identify physical factors which contribute to difficulties.	College	122	0.10	1.6	17.8	46.5	34.1
99. Administer appropriate diagnostic tests.	College	122	0.23	36.4	16.3	21.7	25.6
100. Identify and detect those types of interventions which are most likely to reduce physical, emotional, or intellectual barriers to effective functioning in training, work, home, and family life.	College	120	0.43	0.8	5.5	39.4	54.3
101. Identify educational factors that contribute to reading difficulties.	College	105	0.02				
	Bachelors	61		16.4	54.1	19.7	9.8
	Masters & Post-Mast.	44		20.5	40.9	22.7	15.9
102. Interpret results of vocational interest tests.	College	120	0.02				
	Bachelors	67		0.0	10.4	44.8	44.6
	Masters & Post-Mast.	53		1.9	20.8	32.1	45.3
102a. Interpret psychological tests	College	120	0.08	0.0	11.0	38.6	50.4
102a. Interpret educational tests.	College	120	0.01				
	Bachelors	67		1.5	17.9	43.3	37.3
	Masters & Post-Mast.	53		0.0	24.5	34.0	41.5
103. Devise problem-solving techniques	College	120	0.00				
	Bachelors	67		1.5	29.9	35.8	31.3
	Masters & Post-Mast.	53		7.5	24.5	45.3	22.6

	Degree	Variable/ Category	n	P of χ^2	Percentage of Response			
					No Importance	Some Importance	Considerable Importance	Great Importance
104. Identify symptoms of drug abuse.	College		120	0.13	5.5	31.5	38.6	24.4
105. Locate help for drug related problems.	College		120	0.00				
	Bachelors		67		4.5	26.9	52.2	16.4
	Masters & Post-Mast.		53		1.9	34.0	43.4	20.8
106. Develop value clarification strategies	College		119	0.02				
	Bachelors		66		13.6	31.8	36.4	18.2
	Masters & Post-Mast.		51		15.1	41.5	30.2	13.2
107. Demonstrate awareness of sound counseling techniques.	College		119	0.07	2.4	19.0	40.5	38.1
107a Consistently uses sound counseling techniques.	College		119	0.55	1.6	11.9	37.3	49.2
108. Inform clients of scholarships and grants available.	College		120	0.03				
	Bachelors		67		1.5	11.9	53.7	32.8
	Masters & Post-Mast.		53		1.9	22.6	41.5	34.0
109. Conduct orientation for available academic and vocational programs.	College		120	0.04				
	Bachelors		67		16.4	23.9	41.8	17.9
	Masters & Post-Mast.		53		26.4	26.4	37.7	9.4
110. Identify requirements of local vocational programs.	College		120	0.09	6.3	22.8	44.9	26.0
111. Assess the ability of individual to modify his or her behavior	College		120	0.04				
	Bachelors		67		0.0	11.9	55.2	32.8
	Masters & Post-Mast.		53		1.9	17.6	56.6	24.5
112 Direct clients into alternative programs	College		116	0.00				
	Bachelors		66		0.0	14.7	54.7	30.3
	Masters & Post-Mast.		50		0.0	36.0	44.0	19.2

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Kent State Transition Competency Studies

APPENDIX F

Sample Kent State Instruments

- A. Competency Questionnaire (p184ff)
- B. Training evaluation instrument (p196ff)
 - I. Demographic information
 - II. Needs Assessment
 - III. Program Evaluation

QUESTIONNAIRE

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PART I: Respondent and School System Information.

1. Please identify your present job title and instructional program.

2. Please check any of the following that are relevant:

- | | |
|---|--|
| (a) <input type="checkbox"/> Agricultural (Ag) | <input type="checkbox"/> Industrial Arts |
| <input type="checkbox"/> Business & Office Ed. (BOE) | <input type="checkbox"/> Comp. Home Economics + |
| <input type="checkbox"/> Distributive ED (DE) | <input type="checkbox"/> Special Needs |
| <input type="checkbox"/> OWA | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Trade & Industrial (T&I) | <input type="checkbox"/> Adult Education |
| <input type="checkbox"/> OWE | <input type="checkbox"/> Other (please identify) |
| <input type="checkbox"/> Vocational Home Economics (HE) | _____ |

(b) Type of Vocational Planning District:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Joint Vocational School | <input type="checkbox"/> Contractual |
| <input type="checkbox"/> Comprehensive | <input type="checkbox"/> Not relevant |
| <input type="checkbox"/> Compact | <input type="checkbox"/> Unknown |

(c) Type of community and/or population served:

- | | |
|---|--|
| <input type="checkbox"/> Rural | <input type="checkbox"/> Urban |
| <input type="checkbox"/> Rural isolated | <input type="checkbox"/> Urban disadvantaged |
| <input type="checkbox"/> Suburban | |

(d) Education completed:

- | | |
|--|---|
| <input type="checkbox"/> High school | <input type="checkbox"/> Master's Degree + |
| <input type="checkbox"/> Associate Degree | <input type="checkbox"/> Post-Master's Degree |
| <input type="checkbox"/> Bachelor's Degree | |

(e) Type of Certificate:

(1) Voed: ☐ 1 year, ☐ 4 year, ☐ 8 year, ☐ Permanent

(2) Other (please identify) _____

Questionnaire (Continued)

3. Work experience:

___ Number of years experience (outside of vocational education) in your general trade area.

___ Number of years occupational experience in your current instructional area.

___ Number of years teaching experience other than Vocational Education.

___ Number of years teaching in VOED.

4. How much training (pre-service or inservice) have you received in the following areas, please check as appropriate.

None	Very Little	Some	Considerable amount	Great Amount	
___	___	___	___	___	a. Program Planning, Development and Management
___	___	___	___	___	b. Curriculum/Course of Study Development/Materials
___	___	___	___	___	c. Classroom/Shop Management
___	___	___	___	___	d. Coordination of student employment
___	___	___	___	___	e. Remediation of learning problems
___	___	___	___	___	f. Counseling Procedures
___	___	___	___	___	g. Instruction of the Handicapped

5. How many years of experience (if any) have you had in each of the following areas. (Be sure to include any prior experience in non-vocational settings)

___ Counseling

___ Instruction of handicapped or disadvantaged persons in a regular classroom or shop

___ Instruction of handicapped or disadvantaged students in a special needs program or a special education class (include work-study)

___ Diagnosis and remediation of learning problems

6. Sex: ___ Male ___ Female 7. Age: ___

TEACHER COMPETENCY SURVEY INSTRUCTIONS

Following is a list of teacher competencies. This survey has been designed to measure the competencies on two different rating scales which accompany the list. Based on your judgment, a rating of 1 to 5 is to be selected on BOTH scales for each competency. One scale measures the IMPORTANCE of the competency as it relates to your work. The second scale assesses the FREQUENCY OF USE a certain competency would receive in your job functions. Again, please read each competency carefully before choosing an appropriate rating on BOTH of the scales. Circle the appropriate rating. Spaces have been provided at the end of the survey for additional competencies you may feel need to be added to the list.

					COMPETENCIES					
Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance		Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5		1	2	3	4	5
		(3)			EXAMPLE:					
					A. Conduct an open house.		(2)			
					PROGRAM MANAGEMENT:					
1	2	3	4	5	1. Estimate cost of materials.	1	2	3	4	5
1	2	3	4	5	2. Implement program modifications.	1	2	3	4	5
1	2	3	4	5	3. Research current trends in business and industry.	1	2	3	4	5
1	2	3	4	5	3a. Survey local trends in business and industry.	1	2	3	4	5
1	2	3	4	5	4. Establish a plan for continuing professional in-service education.	1	2	3	4	5
1	2	3	4	5	4a. Establish a plan for continuing personal professional development.	1	2	3	4	5
1	2	3	4	5	5. Assist students in scheduling adjustments.	1	2	3	4	5
1	2	3	4	5	6. Organize a club program.	1	2	3	4	5
1	2	3	4	5	7. Organize an advisory committee.	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5			1	2	3	4	5
1	2	3	4	5	8.	Maintain a personal data file for each student.	1	2	3	4	5
1	2	3	4	5	9.	Develop a presentation on program philosophy and goals.	1	2	3	4	5
1	2	3	4	5	10.	Identify learning disabilities.	1	2	3	4	5
1	2	3	4	5	11.	Publicize program in school.	1	2	3	4	5
1	2	3	4	5	12.	Publicize program in community.	1	2	3	4	5
1	2	3	4	5	13.	Identify personality patterns.	1	2	3	4	5
1	2	3	4	5	14.	Adjust educational program to suit the personality patterns of students.	1	2	3	4	5
1	2	3	4	5	15.	Identify resource people.	1	2	3	4	5
1	2	3	4	5	16.	Identify possible field trip sites.	1	2	3	4	5
1	2	3	4	5	17.	Complete state reports.	1	2	3	4	5
1	2	3	4	5	18.	Identify state and federal guidelines.	1	2	3	4	5
1	2	3	4	5	19.	Prepare a budget.	1	2	3	4	5
1	2	3	4	5	20.	Develop a filing system.	1	2	3	4	5
1	2	3	4	5	21.	Compile accurate, up-to-date records.	1	2	3	4	5
1	2	3	4	5	22.	Establish student transportation procedures.	1	2	3	4	5
1	2	3	4	5	23.	Develop positive reinforcement techniques.	1	2	3	4	5
1	2	3	4	5	24.	Arrange guided field experiences.	1	2	3	4	5
1	2	3	4	5	25.	Communicate individual subject goals to faculty and administration.	1	2	3	4	5
1	2	3	4	5	26.	Coordinate activities with law enforcement agencies and the courts.	1	2	3	4	5

1	2	3	4	5			1	2	3	4	5
							Never	Occasionally	Monthly	Weekly	Daily
					27.	Organize and/or conduct a local program review and/or evaluation.	1	2	3	4	5
1	2	3	4	5	28.	Conduct student follow-up studies.	1	2	3	4	5
1	2	3	4	5	29.	Conduct an employer appreciation program.	1	2	3	4	5
1	2	3	4	5	30.	Develop local program objectives.	1	2	3	4	5
CURRICULUM:											
1	2	3	4	5	31.	Estimate time sequence for a unit of instruction.	1	2	3	4	5
1	2	3	4	5	32.	Develop a unit plan.	1	2	3	4	5
1	2	3	4	5	33.	Construct instruments to evaluate instructional objectives.	1	2	3	4	5
1	2	3	4	5	34.	Organize a unit of instruction on career education.	1	2	3	4	5
1	2	3	4	5	35.	Incorporate deductive thinking into curriculum.	1	2	3	4	5
1	2	3	4	5	36.	Incorporate inductive thinking into curriculum.	1	2	3	4	5
1	2	3	4	5	37.	Write behavioral objectives.	1	2	3	4	5
1	2	3	4	5	38.	Administer appropriate diagnostic tests.	1	2	3	4	5
1	2	3	4	5	39.	Utilize results of diagnostic tests.	1	2	3	4	5
1	2	3	4	5	40.	Utilize audio-visual aids.	1	2	3	4	5
1	2	3	4	5	41.	Incorporate business and industrial manuals in curriculum.	1	2	3	4	5
1	2	3	4	5	42.	Utilize results of achievement tests.	1	2	3	4	5
1	2	3	4	5	43.	Develop a course of study.	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5							
1	2	3	4	5	44.	Organize a weekly plan of instruction.	1	2	3	4	5
1	2	3	4	5	45.	Construct a system of reporting student progress to students & parents.	1	2	3	4	5
1	2	3	4	5	46.	Locate instructional materials.	1	2	3	4	5
1	2	3	4	5	47.	Select instructional materials.	1	2	3	4	5
1	2	3	4	5	48.	Contact reading resources and publication houses.	1	2	3	4	5
1	2	3	4	5	49.	Construct a lesson plan.	1	2	3	4	5
CLASSROOM MANAGEMENT:											
1	2	3	4	5	50.	Give a lecture.	1	2	3	4	5
1	2	3	4	5	51.	Present a demonstration.	1	2	3	4	5
1	2	3	4	5	52.	Conduct a student conference.	1	2	3	4	5
1	2	3	4	5	53.	Design and organize the physical plan of a classroom.	1	2	3	4	5
1	2	3	4	5	54.	Group students for small group instruction.	1	2	3	4	5
1	2	3	4	5	55.	Develop a system of material storage.	1	2	3	4	5
1	2	3	4	5	56.	Develop a schedule for cleaning work areas.	1	2	3	4	5
1	2	3	4	5	57.	Moderate student discussion of sensitive issues.	1	2	3	4	5
1	2	3	4	5	58.	Prepare a schedule of student activities.	1	2	3	4	5
1	2	3	4	5	59.	Chart student progress.	1	2	3	4	5
1	2	3	4	5	60.	Identify emotional factors that affect classroom environment.	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5			1	2	3	4	5
1	2	3	4	5	61.	Develop a system of recording attendance.	1	2	3	4	5
1	2	3	4	5	62.	Determine effectiveness of instruction.	1	2	3	4	5
1	2	3	4	5	63.	Utilize available classroom facilities.	1	2	3	4	5
1	2	3	4	5	64.	Operate audio-visual equipment.	1	2	3	4	5
1	2	3	4	5	65.	Implement team teaching.	1	2	3	4	5
1	2	3	4	5	66.	Stimulate learning through "brainstorming," "buzz groups," and "question box techniques."	1	2	3	4	5
1	2	3	4	5	67.	Employ oral questioning techniques.	1	2	3	4	5
1	2	3	4	5	68.	Employ role-playing and simulation techniques.	1	2	3	4	5
1	2	3	4	5	69.	Employ project method of learning.	1	2	3	4	5
1	2	3	4	5	70.	Establish a student tutoring program.	1	2	3	4	5
1	2	3	4	5	71.	Utilize problem-solving strategies.	1	2	3	4	5
COORDINATION:											
1	2	3	4	5	72.	Construct a procedure for job relocation or rotation.	1	2	3	4	5
1	2	3	4	5	73.	Evaluate student progress at a training or work station,	1	2	3	4	5
1	2	3	4	5	73a.	Evaluate student progress at a learning center or learning station.	1	2	3	4	5
1	2	3	4	5	74.	Identify entry level jobs in the community.	1	2	3	4	5
1	2	3	4	5	75.	Develop a process and a procedure for student selection.	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5			1	2	3	4	5
1	2	3	4	5	76.	Conduct a successful home visitation.	1	2	3	4	5
1	2	3	4	5	77.	Conduct a parent-teacher conference.	1	2	3	4	5
1	2	3	4	5	78.	Establish a policy and procedure for job placement.	1	2	3	4	5
1	2	3	4	5	79.	Conduct teacher-to-teacher conferences.	1	2	3	4	5
1	2	3	4	5	80.	Coordinate activities with participating schools.	1	2	3	4	5
1	2	3	4	5	81.	Develop public relations literature.	1	2	3	4	5
1	2	3	4	5	82.	Develop student training plans.	1	2	3	4	5
1	2	3	4	5	82a.	Facilitate and coordinate school and employer training responsibilities.	1	2	3	4	5
1	2	3	4	5	83.	Inform employer of student in-school progress.	1	2	3	4	5
1	2	3	4	5	84.	Inform employers of their responsibilities.	1	2	3	4	5
1	2	3	4	5	85.	Inform parents of their responsibilities.	1	2	3	4	5
1	2	3	4	5	86.	Involve the family as a primary source of student reinforcement.	1	2	3	4	5
1	2	3	4	5	87.	Inform school officials of their responsibilities.	1	2	3	4	5
REMEDATION:											
1	2	3	4	5	88.	Identify emotional factors which contribute to reading difficulties.	1	2	3	4	5
1	2	3	4	5	89.	Identify intellectual factors which contribute to reading difficulties.	1	2	3	4	5
1	2	3	4	5	90.	Assess student reading level.	1	2	3	4	5

						Never	Occasionally	Monthly	Weekly	Daily
Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance		1	2	3	4	5
1	2	3	4	5	91. Diagnose reading problems.	1 +	2	3	4	5
1	2	3	4	5	92. Prescribe remedial math activities.	1	2	3	4	5
1	2	3	4	5	93. Prescribe remedial reading activities.	1	2	3	4	5
1	2	3	4	5	94. Assess student comprehension of math concepts.	1	2	3	4	5
1	2	3	4	5	95. Devise alternative methods of grading.	1	2	3	4	5
1	2	3	4	5	96. Incorporate world of work into math instruction.	1	2	3	4	5
1	2	3	4	5	97. Evaluate student reading progress.	1	2	3	4	5
1	2	3	4	5	98. Identify physical factors which contribute to reading difficulties.	1	2	3	4	5
1	2	3	4	5	99. Administer appropriate diagnostic reading tests.	1	2	3	4	5
1	2	3	4	5	100. Diagnose specific reading difficulties.	1	2	3	4	5
1	2	3	4	5	101. Identify educational factors that contribute to reading difficulties.	1	2	3	4	5

COUNSELING:

1	2	3	4	5	102. Interpret results of vocational interest tests.	1	2	3	4	5
1	2	3	4	5	102a. Interpret psychological tests.	1	2	3	4	5
1	2	3	4	5	102b. Interpret educational tests.	1	2	3	4	5
1	2	3	4	5	103. Devise problem-solving techniques.	1	2	3	4	5
1	2	3	4	5	104. Identify symptoms of drug abuse.	1	2	3	4	5
1	2	3	4	5	105. Locate help for drug related problems.	1	2	3	4	5
1	2	3	4	5	106. Develop value clarification strategies.	1	2	3	4	5

1	2	3	4	5			1	2	3	4	5
							Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	107.	Demonstrate awareness of sound counseling techniques.	1	2	3	4	5
1	2	3	4	5	107a.	Consistently uses sound counseling techniques.	1	2	3	4	5
1	2	3	4	5	108.	Inform students of scholarships and grants available.	1	2	3	4	5
1	2	3	4	5	109.	Conduct orientation for available academic and vocational programs.	1	2	3	4	5
1	2	3	4	5	110.	Identify requirements of local vocational programs.	1	2	3	4	5
1	2	3	4	5	111.	Assess the ability of individual to modify his or her behavior.	1	2	3	4	5
1	2	3	4	5	112.	Direct students into alternative programs.	1	2	3	4	5

SPECIAL NEEDS/HANDICAPPED:

					113.	Conduct conferences with the parents of:					
1	2	3	4	5		(a) handicapped students	1	2	3	4	5
1	2	3	4	5		(b) non-handicapped students.	1	2	3	4	5
1	2	3	4	5	114.	Implement program modification for special needs/handicapped students.	1	2	3	4	5
1	2	3	4	5	115.	Construct instruments to evaluate instructional objectives for the handicapped.	1	2	3	4	5
1	2	3	4	5	116.	Administer appropriate diagnostic tests to the handicapped.	1	2	3	4	5
1	2	3	4	5	117.	Utilize results of diagnostic tests administered to the handicapped.	1	2	3	4	5
1	2	3	4	5	118.	Utilize results of achievement tests administered to the handicapped.	1	2	3	4	5

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							Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5			1	2	3	4	5
					119.	Locate instructional materials for the handicapped.					
1	2	3	4	5	120.	Select instructional materials for the handicapped.	1	2	3	4	5
					121.	Develop Vo Ed instructional materials for					
1	2	3	4	5		(a) handicapped students	1	2	3	4	5
1	2	3	4	5		(b) non-handicapped students	1	2	3	4	5
1	2	3	4	5	122.	Develop a process and a procedure for selection of handicapped students for mainstreaming.	1	2	3	4	5
1	2	3	4	5	123.	Identify entry level jobs for the handicapped in the community.	1	2	3	4	5
1	2	3	4	5	124.	Develop student training plans for the handicapped.	1	2	3	4	5
1	2	3	4	5	125.	Assess reading level of handicapped students.	1	2	3	4	5
1	2	3	4	5	126.	Prescribe remedial math activities for the handicapped.	1	2	3	4	5
1	2	3	4	5	127.	Prescribe remedial reading activities for the handicapped.	1	2	3	4	5
1	2	3	4	5	128.	Assess the ability of handicapped individuals to modify his or her behavior.	1	2	3	4	5
1	2	3	4	5	129.	Direct handicapped students with alternative programs.	1	2	3	4	5
1	2	3	4	5	130.	Develop an Individual Educational Plan (IEP) for handicapped students.	1	2	3	4	5
1	2	3	4	5	131.	Adapt your curriculum and instruction for the handicapped.	1	2	3	4	5

Of no importance
Of little importance
Of some importance
Of considerable importance
Of great importance

132. Assess the psychomotor skills of:

1 2 3 4 5
1 2 3 4 5

(a) handicapped students

(b) non-handicapped students

Never
Occasionally
Monthly
Weekly
Daily

1 2 3 4 5
1 2 3 4 5

ADDITIONAL COMPETENCIES:

1 2 3 4 5
1 2 3 4 5
1 2 3 4 5
1 2 3 4 5

1 2 3 4 5
1 2 3 4 5
1 2 3 4 5
1 2 3 4 5

PART I: Respondent Information.

1. Please identify your present job title and instructional program.

2. Please check any of the following that are directly related to your present job.

- | | |
|---|---|
| <input type="checkbox"/> Agricultural | <input type="checkbox"/> Industrial Arts ⁺ |
| <input type="checkbox"/> Business & Office Ed. | <input type="checkbox"/> Comp. Home Economics |
| <input type="checkbox"/> Distributive Ed. | <input type="checkbox"/> Special Needs |
| <input type="checkbox"/> OWE/OWA | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Trade & Industrial | <input type="checkbox"/> Adult Education |
| <input type="checkbox"/> Vocational Home Economics | <input type="checkbox"/> School Counseling |
| <input type="checkbox"/> Vocational Evaluation | <input type="checkbox"/> Rehabilitation Counseling |
| <input type="checkbox"/> Supervision | <input type="checkbox"/> Administration |
| <input type="checkbox"/> Other (please specify) _____ | |
-

3. Education completed:

(a) Please check the highest level of education you had completed prior to your participation in this program.

- | | |
|--|---|
| <input type="checkbox"/> High school | <input type="checkbox"/> Master's degree |
| <input type="checkbox"/> Associate degree | <input type="checkbox"/> Post-Master's degree |
| <input type="checkbox"/> Bachelor's degree | |

4. Certification:

(a) Please list any type(s) of certification you held prior to your participation in this program.

- (1) Voed Area: _____
- (2) Sped Area: _____
- (3) Other (s): _____

(b) Do you plan to pursue other certification or endorsements in other areas of education? _____ Yes _____ No

If so, please list which one(s). _____

5. Grant participation:

(a) For how many semesters have you participated in the Special Education—Vocational Education Double Major grant? _____

(b) How many courses have you taken through the grant

(1) in Special Education? _____

(2) in Vocational Education? _____

(3) in other areas? _____

* (c) Do you plan to take more courses through the grant?

_____ Yes _____ No

(d) Are you presently enrolled in a degree program related to the grant?

_____ Yes _____ No

If not, do you plan to enroll in such a degree program?

_____ Yes _____ No

If you are enrolled or plan to enroll in a degree program related to this grant, please list the program. _____

6. Work experience:

Please list the number of years of experience (if any) you have in each of the following areas. (Please include any prior experience in non-vocational and non-educational settings.)

_____ Years experience teaching in vocational education.

_____ Years experience teaching in special education.

_____ Years experience teaching other than vocational or special education.

_____ Years experience in other areas of education (counseling, administration, etc.).

_____ Years experience in roles related to the occupational education or transitioning of handicapped and disadvantaged individuals.

* _____ Other experience working with handicapped and disadvantaged individuals. (Please describe.) _____

7. Sex: _____ Male _____ Female

8. Age: _____

PART II. Needs Assessment

Below is a list of information and skill areas. This survey has been designed to measure these areas on two different rating scales which accompany the list. The first scale measures the IMPORTANCE of the information or skill for you. The second scale assesses the extent to which a person with your background would NEED ADDITIONAL TRAINING in this area. Please read each item carefully and then please circle an appropriate rating on both the importance scale (1 = of no importance, 2 = of little importance, 3 = of some importance, 4 = of considerable importance, and 5 = of great importance) and the need scale (1 = no need, 2 = little need, 3 = some need, 4 = considerable need, and 5 = very great need).

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance		No need	Little need	Some need	Considerable need	Very great need
1	2	3	4	5		1	2	3	4	5
1	2	3	4	5	1. General information about the area of vocational education.	1	2	3	4	5
1	2	3	4	5	2. General information about the area of special education.	1	2	3	4	5
1	2	3	4	5	3. Information or skills related to assessment of vocational and prevocational skills of handicapped or special needs students.	1	2	3	4	5
1	2	3	4	5	4. Information or skills related to behavior management in vocational and prevocational settings for handicapped or special needs students.	1	2	3	4	5
1	2	3	4	5	5. Information about curriculum and methods for handicapped or special needs students in a vocational or prevocational setting.	1	2	3	4	5
1	2	3	4	5	6. Information or skills related to operation of special needs vocational programming (OWE and OWA).	1	2	3	4	5
1	2	3	4	5	7. Knowledge regarding mainstream vocational educational programming.	1	2	3	4	5
1	2	3	4	5	8. Information about job potential for special needs students in the vocational area of Trade and Industrial Education.	1	2	3	4	5

Of no importance 1	Of little importance 2	Of some importance 3	Of considerable importance 4	Of great importance 5		No need 1	Little need 2	Some need 3	Considerable need 4	Very great need 5
					9. Information about job potential for special needs students in the vocational area of Business Education.					
1	2	3	4	5	10. Information about job potential for special needs students in the vocational area of Distributive Education.	1	2	3	4	5
1	2	3	4	5	11. Information about job potential for special needs students in the vocational area of Agricultural Education.	1	2	3	4	5
1	2	3	4	5	12. Information about job potential for special needs students in the vocational area of Home Economics Education.	1	2	3	4	5
1	2	3	4	5	13. Information about job potential for special needs students in the vocational areas of OWE and OWA.	1	2	3	4	5
1	2	3	4	5	14. Information about the characteristics and occupational needs and options of students who are educable mentally retarded.	1	2	3	4	5
1	2	3	4	5	15. Information about the characteristics and occupational needs and options of students who are learning disabled.	1	2	3	4	5
1	2	3	4	5	16. Information about the characteristics and occupational needs and options of students who have a behavior disorder.	1	2	3	4	5
1	2	3	4	5	17. Information about the characteristics and occupational needs and options of students who are severely mentally retarded or multiply handicapped.	1	2	3	4	5
1	2	3	4	5	18. Information about the characteristics and occupational needs and options of students who are deaf or hearing impaired.	1	2	3	4	5
1	2	3	4	5	19. Information about the characteristics and occupational needs and options of students who are visually impaired or blind.	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			No need	Little need	Some need	Considerable need	Very great need
1	2	3	4	5			1	2	3	4	5
					20.	Information about the characteristics and occupational needs and options of students who are physically and orthopedically handicapped.					
1	2	3	4	5	21.	Information about teaching language and reading skills necessary for handicapped individuals in vocational or work settings.	1	2	3	4	5
1	2	3	4	5	22.	Information about teaching math and measurement skills necessary for handicapped individuals in vocational or work settings.	1	2	3	4	5
1	2	3	4	5	23.	Information about teaching science skills necessary for handicapped individuals in vocational or work settings.	1	2	3	4	5
1	2	3	4	5	24.	Information about teaching occupational skills necessary for handicapped individuals in vocational or work settings.	1	2	3	4	5
1	2	3	4	5	25.	Information about teaching leisure skills necessary for handicapped individuals in vocational or work settings.	1	2	3	4	5
1	2	3	4	5	26.	Information about teaching social skills necessary for handicapped individuals in vocational or work settings.	1	2	3	4	5
1	2	3	4	5	27.	Information or skills related to special needs vocational education programs.	1	2	3	4	5
1	2	3	4	5	28.	Information or skills related to mainstreaming handicapped students in vocational education programs.	1	2	3	4	5
1	2	3	4	5	29.	Information or skills related to mainstreaming handicapped students in prevocational education programs.	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			No need	Little need	Some need	Considerable need	Very great need
1	2	3	4	5			1	2	3	4	5
					30.	Information or skills related to administration and supervision of occupational educational programs for handicapped individuals.					
1	2	3	4	5	31.	Information about legal aspects of vocational and transitioning programming for handicapped individuals.	1	2	3	4	5
1	2	3	4	5	32.	Information about placement of handicapped individuals in vocational programs.	1	2	3	4	5
1	2	3	4	5	33.	Information about safety factors related to handicapped individuals in vocational or work settings.	1	2	3	4	5
1	2	3	4	5	34.	Information about how to develop Individual Vocational Education Plans.	1	2	3	4	5
1	2	3	4	5	35.	Information about assigning grades to handicapped students.	1	2	3	4	5
1	2	3	4	5	36.	Information about how to discipline handicapped students.	1	2	3	4	5
1	2	3	4	5	37.	Information about supported work experience programs for seriously handicapped individuals.	1	2	3	4	5
1	2	3	4	5	38.	Information about rights and responsibilities of handicapped individuals in the workplace.	1	2	3	4	5
1	2	3	4	5	39.	Information about research related to vocational education and rehabilitation of handicapped individuals.	1	2	3	4	5
1	2	3	4	5	40.	Information about career education for handicapped individuals in elementary school situations.	1	2	3	4	5
1	2	3	4	5	41.	Information about consumer education for handicapped individuals.	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance		No need	Little need	Some need	Considerable need	Very great need
1	2	3	4	5		1	2	3	4	5
					42. Information or skills related to the development of job sites for handicapped individuals.					
1	2	3	4	5	43. Information about the role of family in preparing handicapped individuals for the world of work.	1	2	3	4	5
1	2	3	4	5	44. Information about community resources available to handicapped individuals.	1	2	3	4	5
1	2	3	4	5	45. Information about social and personal demands of the work environment for handicapped individuals.	1	2	3	4	5
1	2	3	4	5	46. Information about how to develop and use work samples.	1	2	3	4	5
1	2	3	4	5	47. Information about architectural barriers to vocational programming or placement of handicapped individuals.	1	2	3	4	5
1	2	3	4	5	48. Information about how to conduct job and task analyses.	1	2	3	4	5
1	2	3	4	5	49. Information about the availability of media and computer resources related to the transitioning of handicapped individuals to the world of work.	1	2	3	4	5
1	2	3	4	5	50. Help in working with personnel in other disciplines related to preparing handicapped individuals for the world of work.	1	2	3	4	5

Others (please list—use other side if needed)

PART III. Program Evaluation.

Below are a series of items related to working with handicapped individuals in vocational settings. Please evaluate the degree to which participation in this grant has affected you in each area. Please read each item carefully and circle the appropriate response (1 = not at all, 2 = to a small degree, 3 = to some degree, 4 = to a considerable degree, and 5 = to a very great degree).

- | | Not at all | To a small degree | To some degree | To a considerable degree | To a very great degree | |
|---|------------|-------------------|----------------|--------------------------|------------------------|---|
| 1 | 2 | 3 | 4 | 5 | 1. | Enhanced my ability to assist handicapped individuals prepare for the world of work. |
| 1 | 2 | 3 | 4 | 5 | 2. | Helped me become more knowledgeable about the characteristics and needs of handicapped individuals. |
| 1 | 2 | 3 | 4 | 5 | 3. | Helped me feel more secure working with handicapped individuals. |
| 1 | 2 | 3 | 4 | 5 | 4. | Helped me feel more knowledgeable about vocational programming for handicapped individuals. |
| 1 | 2 | 3 | 4 | 5 | 5. | Helped me feel more knowledgeable about special educational programming for handicapped individuals. |
| 1 | 2 | 3 | 4 | 5 | 6. | Helped me feel more comfortable evaluating handicapped individuals. |
| 1 | 2 | 3 | 4 | 5 | 7. | Helped me feel more comfortable disciplining handicapped individuals. |
| 1 | 2 | 3 | 4 | 5 | 8. | Helped me feel more comfortable communicating with other professionals about handicapped individuals. |
| 1 | 2 | 3 | 4 | 5 | 9. | Helped me feel more knowledgeable about barriers to vocational preparation and employment of handicapped individuals. |
| 1 | 2 | 3 | 4 | 5 | 10. | Helped me feel more knowledgeable about academic skills needed by handicapped individuals in the job market. |

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-

Agree
 Agree with reservations
 No opinion
 Disagree with reservations
 Disagree

- | | | | | | | |
|---|---|----|---|---|-----|--|
| A | a | no | d | D | 13. | I would have pursued further education <u>not</u> related to preparation of handicapped students for the world of work if it had not been for the grant. |
| A | a | no | d | D | 14. | Combined classes of special and vocational educators help us understand one another. |
| A | a | no | d | D | 15. | This program should <u>not</u> be continued. |
| A | a | no | d | D | 16. | The program faculty are competent and knowledgeable about special needs individuals in the world of work. |
| A | a | no | d | D | 17. | I could <u>not</u> have afforded this training without grant support. |
| A | a | no | d | D | 18. | This program has stimulated my interest in interdisciplinary (special education—vocational education) training. |

Please add any other comments you have regarding the program or suggestions for improvement.

Kent State Transition Competency Studies

APPENDIX G

Summaries of the Percentage Of Responses To Importance Values As A Function Of Role Function Categories *

1. OWA Teacher/Coordinators (p207ff)
2. OWE Teacher/Coordinators (p217ff)
3. EMR School-Work Coordinators (p227ff)
4. VO/SPED "Mainstreaming" Coordinators
For their own position (p237ff)
5. VO/SPED "Mainstreaming" Coordinators
For their prior (Secondary, EMR Teacher) position (p247ff)
6. EMR Supervisors' views of EMR Teachers (p257ff)
7. EMR Supervisors' views of W-S Coordinators (p267ff)
8. Secondary EMR Teachers (JR or SR High) (p277ff)

Percentages of Responses for OWA
by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>IP - INSTRUCTIONAL PLANNING</u>				
15. Identify resource people	2.3	26.7	59.2	20.8
16. Identify field trip sites	4.1	37.3	43.2	15.5
30. Develop local program objectives	2.3	11.3	43.9	42.5
31. Estimate time for unit	7.7	32.6	40.3	19.5
32. Develop unit plan	4.5	18.5	50.5	26.6
34. Organize career education unit	1.3	9.0	42.6	47.1
37. Write behavioral objectives	15.8	34.8	32.6	16.7
41. Incorporate business and industry	10.8	33.2	40.8	15.2
43. Complete course of study	20.6	31.1	31.1	12.2
44. Organize weekly plan	3.2	12.3	42.0	42.5
48. Contact reading resources	4.9	33.9	40.6	20.5
49. Construct lesson plan	4.0	15.2	35.9	44.8
121a. Develop VoEd materials for special needs	-	-	-	-
121b. Develop VoEd materials for regular students	-	-	-	-
124. Develop training plans for special needs	-	-	-	-
130. Develop IEPs	-	-	-	-
IP TOTAL				
CO - COORDINATION	9.9	44.1	35.1	10.8
3. Research trends in business and industry	-	-	-	-
3a. Survey trends in business and industry	3.6	27.3	43.6	25.5
28. Conduct student follow-up studies	7.8	34.2	32.4	25.6
29. Conduct employer appreciation program	10.8	27.8	39.5	22.0
72. Construct procedure for job relocation	-	-	-	-
				259

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259

259

Percentages of Responses for OWA
by Role Function Categories

2

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CO - COORDINATION (Cont.)</u>				
74. Identify entry level jobs in community	6.9	19.7	47.2	26.1
78. Establish job placement policy	3.2	12.0	38.2	46.5
82. Develop student training plans	5.0	25.0	45.5	24.5
82a. Facilitate school and employer training	-	-	-	-
83. Inform employer of student progress	5.5	30.0	39.5	25.0
84. Inform employers of responsibilities	2.3	9.5	33.6	54.5
123. Identify entry level jobs for special needs	-	-	-	-
CO TOTAL				
<u>BF - BASIC EDUCATIONAL FOUNDA- TIONS/PREPARATION</u>				
4a. Establish plan for professional development	-	-	-	-
<u>II - IMPLEMENTING INSTRUCTION</u>				
50. Give a lecture	24.0	52.9	16.9	6.2
51. Present demonstration	3.6	30.2	49.8	16.4
64. Operate A-V equipment	3.1	23.1	43.6	30.2
65. Implement team teaching	29.5	42.5	18.3	10.0
66. Stimulate learning thru brainstorming	9.4	33.9	37.9	18.8
				261

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325

Percentages of Responses for OWA
by Role Function Categories

4

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
EA - EVALUATION AND ASSESSMENT				
(Cont.)				
97. Evaluate student reading progress	0.9	9.3	42.7	47.1
98. Identify physical factors re: reading	1.8	11.9	38.5	47.8
99. Administer diagnostic reading tests	1.3	13.8	39.7	45.1
100. Diagnose reading difficulties	1.3	10.2	41.8	46.7
101. Identify educational factors re: reading	1.3	15.5	45.1	38.1
102. Interpret vocational interest tests	4.4	23.3	43.2	29.1
102a. Interpret psychological tests	-	-	-	-
102b. Interpret educational tests	-	-	-	-
111. Assess individual's ability to modify own behavior	0.4	9.3	33.5	56.8
115. Construct tests re: objectives for special needs	-	-	-	-
116. Give diagnostic tests to special needs students	-	-	-	-
125. Assess reading levels of special needs students	-	-	-	-
128. Assess ability of special needs students	-	-	-	-
132a. Assess psychomotor skills of special needs students	-	-	-	-
132b. Assess psychomotor skills of regular students	-	-	-	-
EA TOTAL	15.7	39.0	34.1	11.2
AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost	7.7	37.8	34.2	20.3
4. Establish plan for in-service	1.4	14.5	35.6	48.6
5. Assist students in scheduling	21.3	48.9	19.6	10.2
7. Organize advisory committee	-	-	-	-
AS TOTAL	26.1	26.1	26.1	26.1

261

210

265

Percentages of Responses for OWA
by Role Function Categories

5

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				
17. Complete state reports	25.4	25.8	29.9	38.9
18. Identify government guidelines	4.0	15.7	37.2	43.0
19. Prepare a budget	11.8	33.5	37.1	17.6
22. Establish transportation procedures	14.5	32.3	25.5	27.7
45. Construct progress reporting system	2.3	10.8	44.1	42.8
75. Develop process for student selection	1.4	6.3	29.7	62.6
87. Inform school officials of responsibilities	3.6	19.1	41.3	36.0
110. Identify requirements of vocational programs	0.4	13.2	34.2	52.2
122. Develop methods for mainstream- ing	-	-	-	-
AS TOTAL				
<u>CG - COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	0.0	5.8	29.3	64.9
57. Moderate discussion re: sensitive issues	2.7	20.5	44.2	32.6
104. Identify drug abuse symptoms	3.1	15.9	39.4	41.6
105. Locate help for drug problems	3.1	17.2	38.8	41.0
106. Develop value clarification strategies	1.8	19.7	47.5	30.9
107. Demonstrate awareness of sound counseling techniques	5.4	17.6	43.9	33.0
107a. Use sound counseling techniques	-	-	-	-
108. Inform students of scholar- ships	31.1	40.0	18.2	10.7
109. Conduct orientation for programs	2.6	18.4	39.9	39.0
CG TOTAL				

260

267

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Percentages of Responses for OWA
by Role Function Categories

6

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	0.4	15.2	40.2	44.2
129. Direct special needs students	-	-	-	-
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	2.7	24.8	44.1	28.4
26. Coordinate with law enforcement	9.9	37.4	36.9	15.8
76. Conduct home visitation	2.7	5.0	20.8	71.5
77. Conduct parent conference	4.6	10.5	35.6	49.3
80. Coordinate with participating schools	16.4	41.6	27.4	14.6
85. Inform parents of responsibilities	1.3	15.7	34.1	48.9
113a. Conduct parent conference re: special students	-	-	-	-
113b. Conduct parent conference re: regular students	-	-	-	-
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	0.4	9.0	30.0	60.5
20. Develop a filing system	2.2	18.8	35.0	43.9
21. Compile records	0.4	7.2	25.1	67.3
61. Develop attendance recording system	1.8	12.0	25.3	60.9

263 RA TOTAL

263

212

Percentages of Responses for OWA
by Role Function Categories

7

Item and Role Function Category	% Little or none	% Some	% Consider- able ⁺	% Great
<u>CM - CLASSROOM MANAGEMENT</u>				
53. Design classroom physical plan	4.5	33.6	34.1	27.8
55. Develop storage system	7.6	39.3	28.1	25.0
56. Develop work area cleaning schedule	17.0	40.4	22.9	19.7
63. Utilize classroom facilities	0.4	9.4	43.8	46.4
CM TOTAL				
<u>EX - EXTRACURRICULAR ACTIVITIES</u>				
6. Organize club program	16.9	40.9	27.1	15.1
<u>PR - PUBLIC RELATIONS</u>				
9. Develop presentation on philosophy and goals	3.1	30.7	41.3	24.9
11. Publicize program in school	3.1	22.8	45.1	29.0
12. Publicize program in community	2.7	33.2	37.3	26.8
81. Develop public relations literature	13.6	34.4	34.8	17.2
PR TOTAL				
<u>UNIONS</u>				
<u>EA/IP - EVALUATION AND ASSESSMENT/ INSTRUCTIONAL PLANNING</u>				
92. Prescribe remedial math	0.4	7.5	41.6	50.4
93. Prescribe remedial reading	0.9	5.8	35.8	57.5
126. Prescribe remedial math for special needs students	-	-	-	-
127. Prescribe remedial reading for special needs	-	-	-	-
EA/IP TOTAL				
270				271

213

Percentages of Responses for OWA
by Role Function Categories

8

+

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION</u>				
2. Implement program modifications	1.8	12.2	52.7	33.3
24. Arrange field experiences	3.1	35.0	40.8	21.1
35. Incorporate deductive thinking	5.5	30.0	40.6	24.0
36. Incorporate inductive thinking	4.7	29.9	41.1	24.3
39. Utilize diagnostic tests	2.7	21.5	34.1	41.7
40. Utilize A-V aids	0.9	14.3	44.0	42.9
42. Utilize achievement test results	9.0	24.2	42.6	24.2
46. Locate instructional materials	0.9	12.1	38.4	48.7
47. Select instructional materials	0.4	8.5	39.5	51.6
58. Prepare activity schedule	2.2	21.0	48.2	28.6
70. Establish tutoring program	3.6	27.9	44.1	24.3
96. Incorporate world of work into math	1.4	12.2	38.3	48.2
114. Implement program modifications	-	-	-	-
119. Locate instructional materials for special needs	-	-	-	-
120. Select instructional materials for special needs	-	-	-	-
131. Adapt curriculum/instruction for special needs	-	-	-	-
IP/II TOTAL				

+

II/CG - IMPLEMENTING INSTRUCTIONAL/
COUNSELING AND GUIDANCE

68. Employ role-playing
71. Utilize problem-solving

II/CG TOTAL

5.4	36.5	41.0	17.1
1.8	20.9	50.5	26.8

272

273

214

Percentages of Responses for OWA
by Role Function Categories

9

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
CM/II - <u>CLASSROOM MANAGEMENT/</u> <u>IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	0.0	8.1	29.4	62.4
CG/CL - <u>COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u>				
86. Involve family	1.8	21.0	36.6	40.6
AS/CL - <u>ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	1.8	16.2	36.9	45.0
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	-	-	-	-
118. Use achievement test results for special needs	-	-	-	-
II/CL/IP TOTAL				

271

275

215

Percentages of Responses for OWA
by Role Function Categories

10

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP/II/QM - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>				
54. Group students	0.4	15.1	4.58	38.7
CG/II/QM - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION</u> <u>CLASSROOM MANAGEMENT</u>				
103. Devise problem-solving techniques	1.8	20.0	51.1	27.1
AS/EA - <u>ADMINISTRATION AND SUPER-</u> <u>VISION/EVALUATION AND</u> <u>ASSESSMENT</u>				
14. Conduct PRIDE review	14.1	47.4	27.2	11.3

270

277

216

Percentages of Responses for OWE
by Role Function Categories

+

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	1.5	26.0	41.6	30.9
16. Identify field trip sites	2.5	29.8	43.9	23.9
30. Develop local program objectives	2.1	19.0	45.3	33.6
31. Estimate time for unit	11.3	39.6	34.8	14.3
32. Develop unit plan	4.9	20.1	49.2	25.8
34. Organize career education unit	4.9	23.9	45.1	26.1
37. Write behavioral objectives	15.3	35.6	34.4	14.7
41. Incorporate business and industry	8.0	37.7	39.6	14.7
43. Complete course of study	18.3	30.7	27.9	23.2
44. Organize weekly plan	4.0	15.3	37.6	43.1
48. Contact reading resources	6.7	38.4	38.4	16.5
49. Construct lesson plan	5.1	19.4	37.5	38.1
121a. Develop VoEd materials for special needs	-	-	-	-
121b. Develop VoEd materials for regular students	-	-	-	-
124. Develop training plans for special needs	-	-	-	-
130. Develop IEPs	-	-	-	-
IP TOTAL				
	9.8	33.0	42.8	14.4
CO - COORDINATION				
3. Research trends in business and industry	-	-	-	-
3a. Survey trends in business and industry	8.0	28.5	39.6	23.9
28. Conduct student follow-up studies	4.6	16.3	35.3	43.9
29. Conduct employer appreciation program	22.6	25.4	31.3	20.7
72. Construct procedure for job evaluation				
				279
				217

Percentages of Responses for OWE
by Role Function Categories

2

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
CO - COORDINATION (Cont.)				
74. Identify entry level jobs in community	1.2	11.1	38.7	48.9
78. Establish job placement policy +	0.6	7.6	33.3	58.4
82. Develop student training plans	13.0	28.2	37.3	21.5
82a. Facilitate school and employer training	-	-	-	-
83. Inform employer of student progress	4.6	27.5	38.2	29.7
84. Inform employers of responsibilities	2.8	11.0	38.7	47.5
123. Identify entry level jobs for special needs	-	-	-	-
CO TOTAL				
BF - BASIC EDUCATIONAL FOUNDA- TIONS/PREPARATION	-	-	-	-
4a. Establish plan for professional development	-	-	+	-
II - IMPLEMENTING INSTRUCTION				
50. Give a lecture	25.5	43.5	21.6	9.4
51. Present demonstration	3.6	28.9	50.2	17.3
64. Operate A-V equipment	1.8	11.6	46.2	40.4
65. Implement team teaching	26.7	40.7	20.2	12.4
66. Stimulate learning thru brainstorming	6.4	28.8	39.3	25.5
				281

Percentages of Responses for OWE
by Role Function Categories

3

+

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>II - IMPLEMENTING INSTRUCTION</u>				
(Cont.)				
67. Employ oral questioning techniques	3.0	18.2	41.3	37.4
69. Employ project method	8.7	46.2	30.9	14.1
II TOTAL				
<u>EA - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	1.5	8.8	32.5	57.1
13. Identify personality patterns	2.8	18.7	39.3	39.3
27. Organize program review and evaluation	11.5	49.1	30.4	9.0
33. Construct tests re: objectives	9.8	38.7	34.7	16.9
38. Administer diagnostic tests	16.6	38.2	29.5	15.7
59. Chart student progress	4.3	24.0	38.9	32.8
60. Identify emotional factors re: class	2.1	11.2	35.5	51.2
62. Determine effectiveness of instruction	0.3	11.9	40.4	47.4
73. Evaluate progress at training station	0.6	4.6	26.9	67.9
73a. Evaluate progress at learning center	-	-	-	-
88. Identify emotional factors re: reading	5.8	19.9	42.2	32.1
89. Identify intellectual factors re: reading	4.9	21.6	41.7	31.8
90. Assess student reading level	3.7	16.7	42.4	37.2
91. Diagnose reading problems	7.1	18.9	37.0	37.0
94. Assess comprehension of math	4.6	20.9	42.0	32.5
95. Devise alternative grading methods	5.9	26.9	38.3	29.0
282				283

219

282

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Percentages of Responses for OWE
by Role Function Categories

4

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
EA - EVALUATION AND ASSESSMENT (Cont.)				
97. Evaluate student reading progress	5.3	22.0	45.2	27.6
98. Identify physical factors re: reading	5.0	23.9	39.6	31.4
99. Administer diagnostic reading tests	15.0	26.8	30.4	27.8
100. Diagnose reading difficulties	8.0	24.1	39.2	28.6
101. Identify educational factors re: reading	6.9	24.0	39.4	29.7
102. Interpret vocational interest tests	3.7	27.5	47.2	21.6
102a. Interpret psychological tests	-	-	-	-
102b. Interpret educational tests	-	-	-	-
111. Assess individual's ability to modify own behavior	0.3	16.8	37.4	45.5
115. Construct tests re: objectives for special needs	-	-	-	-
116. Give diagnostic tests to special needs students	-	-	+	-
125. Assess reading levels of special needs students	-	-	-	-
128. Assess ability of special needs students	-	-	-	-
132a. Assess psychomotor skills of special needs students	-	-	-	-
132b. Assess psychomotor skills of regular students	-	-	-	-
EA TOTAL				
	17.5	47.9	24.8	9.8
	8.0	38.7	41.7	11.7
	3.9	14.2	38.2	43.6
	18.3	30.6	32.4	18.7
AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost				
4. Establish plan for in-service				
5. Assist students in scheduling				
7. Organize advisory committee				
28.1				
220				
285				

Percentages of Responses for O/E
by Role Function Categories

5

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				
17. Complete state reports	11.7	32.5	31.3	24.5
18. Identify government guidelines	4.9	25.7	36.4	33.0
19. Prepare a budget	19.1	29.5	29.5	21.8
22. Establish transportation procedures	12.3	26.7	32.2	28.8
45. Construct progress reporting system	3.7	19.0	34.0	43.3
75. Develop process for student selection	1.2	3.1	24.2	71.6
87. Inform school officials of responsibilities	10.2	21.0	36.7	32.1
110. Identify requirements of vocational programs	5.0	26.3	38.4	30.3
122. Develop methods for mainstreaming	-	-	-	-
AS TOTAL				
<u>CG - COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	1.8	6.1	26.1	66.1
57. Moderate discussion re: sensitive issues	1.8	21.7	41.3	35.2
104. Identify drug abuse symptoms	3.0	22.9	34.8	39.3
105. Locate help for drug problems	2.8	20.3	33.2	43.7
106. Develop value clarification strategies	2.5	24.4	35.8	37.3
107. Demonstrate awareness of sound counseling techniques	4.4	21.6	37.3	36.7
107a. Use sound counseling techniques	-	-	-	-
108. Inform students of scholarshipships	30.5	33.6	21.2	14.6
109. Conduct orientation for programs	7.7	32.7	36.1	23.5

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Percentages of Responses for OWE
by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CG - COUNSELING AND GUIDANCE</u>				
112. Direct students into (Cont.) alternative programs	2.5	19.3	42.5	35.7
129. Direct special needs students	-	-	-	-
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	5.8	27.2	41.6	25.4
26. Coordinate with law enforcement	7.7	34.4	43.3	14.6
76. Conduct home visitation	1.5	10.7	24.8	63.0
77. Conduct parent conference	3.4	17.4	31.8	47.4
80. Coordinate with participating schools	16.9	38.9	27.6	16.6
85. Inform parents of responsibilities	5.2	14.6	36.9	43.3
113a. Conduct parent conference re: special students	-	-	-	-
113b. Conduct parent conference re: regular students	-	-	+	-
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	0.6	7.1	24.8	67.5
20. Develop a filing system	1.8	19.6	36.4	42.2
21. Compile records	0.0	7.4	32.2	60.4
61. Develop attendance recording system	0.9	9.4	22.2	67.5
RA TOTAL				

RA TOTAL

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222

Percentages of Responses for OWE
by Role Function Categories

7

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CM - CLASSROOM MANAGEMENT</u>				
53. Design classroom physical plan	14.7	29.1	33.4	22.7
55. Develop storage system	8.8	28.9	37.7	24.6
56. Develop work area cleaning schedule	34.6	32.1	19.6	13.7
63. Utilize classroom facilities	0.9	10.7	39.0	49.4
CM TOTAL				
<u>EX - EXTRACURRICULAR ACTIVITIES</u>				
6. Organize club program	19.4	34.8	23.6	22.1
<u>PR - PUBLIC RELATIONS</u>				
9. Develop presentation on philosophy and goals	5.8	26.8	39.9	27.4
11. Publicize program in school	5.5	26.1	33.7	34.7
12. Publicize program in community	2.5	19.3	38.0	40.2
81. Develop public relations literature	6.4	33.7	33.4	26.4
PR TOTAL				
<u>UNIONS</u>				
<u>EA/IP - EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING</u>				
92. Prescribe remedial math	3.1	20.7	42.1	34.1
93. Prescribe remedial reading	2.8	18.9	42.1	36.2
126. Prescribe remedial math for special needs students	-	-	-	-
127. Prescribe remedial reading for special needs	-	-	-	-
EA/IP TOTAL				

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Percentages of Responses for OWE
by Role Function Categories

8

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION</u>				
2. Implement program modifications	1.6	15.3	53.0	30.2
24. Arrange field experiences	2.2	32.4	38.9	26.5
35. Incorporate deductive thinking	8.0	36.8	39.0	16.1
36. Incorporate inductive thinking	7.8	38.0	34.9	19.3
39. Utilize diagnostic tests	9.3	34.5	33.9	22.4
40. Utilize A-V aids	0.3	9.5	43.6	46.6
42. Utilize achievement test results	11.4	40.0	31.4	17.2
46. Locate instructional materials	1.8	9.5	43.3	45.4
47. Select instructional materials	0.9	7.3	41.6	50.2
58. Prepare activity schedule	4.6	22.6	43.7	29.1
70. Establish tutoring program	10.9	40.7	31.4	17.1
96. Incorporate world of work into math	1.8	18.2	38.2	41.8
114. Implement program modifications	-	-	-	-
119. Locate instructional materials for special needs	-	-	+	-
120. Select instructional materials for special needs	-	-	-	-
131. Adapt curriculum/instruction for special needs	-	-	-	-
IP/II TOTAL				
68. Employ role-playing	8.9	38.2	35.7	16.2
71. Utilize problem-solving	3.1	26.1	46.9	23.9
II/CG TOTAL				

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Percentages of Responses for OWE
by Role Function Categories

9

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
CM/II - <u>CLASSROOM MANAGEMENT/</u> <u>IMPLEMENTING INSTRUCTION</u> 23. Develop reinforcement techniques	0.6	10.8	33.1	55.4
CG/CL - <u>COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u> 86. Involve family	5.2	26.2	36.6	32.0
AS/CL - <u>ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u> 79. Conduct teacher conferences	6.4	22.4	35.9	35.3
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u> 117. Use diagnostic test results for special needs 118. Use achievement test results for special needs	-	-	-	-
II/CL/IP TOTAL				

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Percentages of Responses for OWE
by Role Function Categories

10

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP/II/Q1 - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>				
54. Group students	5.2	29.2	41.3	24.3
CG/II/Q4 - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>				
103. Devise problem-solving techniques	2.5	21.4	46.1	30.0
AS/EA - <u>ADMINISTRATION AND SUPER- VISION/EVALUATION AND ASSESSMENT</u>				
14. Conduct PRIDE review	18.7	39.2	28.5	13.6

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Percentages of Responses for Work-Study
Coordinators by Role Function Categories

+

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	0.0	13.2	45.6	41.2
16. Identify field trip sites	5.9	45.6	33.8	14.7
30. Develop local program objectives	1.5	7.6	40.9	50.0
31. Estimate time for unit	19.7	36.1	39.3	4.9
32. Develop unit plan	15.0	28.3	50.0	6.7
34. Organize career education unit	4.8	19.4	38.7	37.1
37. Write behavioral objectives	12.7	36.5	38.1	12.7
41. Incorporate business and industry	19.4	35.5	35.5	9.7
43. Develop course of study	15.0	21.7	35.0	28.3
44. Organize weekly plan	20.3	7.8	35.9	35.9
48. Contact reading resources	29.7	39.1	25.0	6.3
49. Construct lesson plan	25.4	15.9	23.8	34.9
121a. Develop VoEd materials for special needs	-	-	-	-
121b. Develop VoEd materials for regular students	-	-	-	-
124. Develop training plans for special needs	-	-	-	-
130. Develop IEPs	-	-	-	-
IP TOTAL				
CO - COORDINATION				
3. Research trends in business and industry	12.9	18.6	35.7	32.9
3a. Survey trends in business and industry	4.3	11.4	38.6	45.7
28. Conduct student follow-up studies	1.5	20.6	30.9	47.1
29. Conduct employer appreciation program	6.0	19.4	22.4	52.2
72.29 Construct procedure for job relocation	3.0	12.1	40.9	43.9

Percentages of Responses for Work-Study
Coordinators by Role Function Categories

2

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CO - COORDINATION (Cont.)</u>				
74. Identify entry level jobs in community	0.0	2.9	15.9	81.2
78. Establish job placement policy	0.0	1.5	17.6	80.9
82. Develop student training plans	1.5	13.8	33.8	50.8
82a. Facilitate school and employer training	0.0	6.1	27.3	66.7
83. Inform employer of student progress	2.1	30.3	21.2	36.4
84. Inform employers of responsibilities	0.0	14.7	25.0	60.3
123. Identify entry level jobs for special needs	-	-	-	-
CO TOTAL				+
<u>BF - BASIC EDUCATIONAL FOUNDA- TIONS/PREPARATION</u>				
4a. Establish plan for professional development	4.4	26.5	42.6	26.5
<u>II - IMPLEMENTING INSTRUCTION</u>				
50. Give a lecture	27.7	36.9	20.0	15.4
51. Present demonstration	7.7	29.2	36.9	26.2
64. Operate A-V equipment	14.5	32.3	37.1	16.1
65. Implement team teaching	31.1	14.8	37.7	16.4
66. Stimulate learning thru brainstorming	16.1	22.6	37.1	24.2

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Percentages of Responses for Work-Study
Coordinators by Role Function Categories

3

Item and Role Function Category ⁺	% Little or none	% Some	% Consider- able	% Great
<u>II - IMPLEMENTING INSTRUCTION</u>				
(Cont.)				
67. Employ oral questioning techniques	8.7	21.3	36.1	34.4
69. Employ project method	23.3	25.0	36.7	15.0
II TOTAL				
<u>EA - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	14.7	20.6	27.9	36.8
13. Identify personality patterns	7.4	19.1	35.3	38.2
27. Organize program review and evaluation	7.4	23.5	38.2	30.9
33. Construct tests re: objectives	13.8	20.7	48.3	17.2
38. Administer diagnostic tests	16.1	30.6	33.9	19.4
59. Chart student progress	6.2	12.3	36.9	44.6
60. Identify emotional factors re: class	9.4	10.9	34.4	45.3
62. Determine effectiveness of instruction	9.5	6.3	38.1	45.0
73. Evaluate progress at training station	0.0	0.0	15.9	84.1
73a. Evaluate progress at learning center	1.5	7.6	30.3	60.6
88. Identify emotional factors re: reading	20.0	28.3	31.7	20.0
89. Identify intellectual factors re: reading	19.0	36.2	22.4	22.4
90. Assess student reading level	25.4	28.8	23.7	22.0
91. Diagnose reading problems	27.4	30.6	12.9	29.0
94. Assess comprehension of math	14.8	27.9	26.2	31.1
95. Devise alternative grading methods	25.8	37.1	22.6	14.5

33

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Percentages of Responses for Work-Study
Coordinators by Role Function Categories

5

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
AS - ADMINISTRATION AND SUPERVISION				
(Cont.)				
17. Complete state reports	7.4	39.7	26.5	26.5
18. Identify government guidelines	3.0	21.2	34.8	40.9
19. Prepare a budget	27.7	26.2	29.2	16.9
22. Establish transportation procedures	14.7	19.1	33.8	32.4
45. Construct progress reporting system	3.5	17.5	43.9	35.1
75. Develop process for student selection	3.0	7.5	29.9	59.7
87. Inform school officials of responsibilities	3.0	19.4	26.9	50.7
110. Identify requirements of vocational programs	3.2	15.9	47.6	33.3
122. Develop methods for mainstreaming	-	-	-	-
AS TOTAL				
CG - COUNSELING AND GUIDANCE				
52. Conduct student conference	3.0	9.1	21.2	66.7
57. Moderate discussion re: sensitive issues	12.5	23.4	29.7	34.4
104. Identify drug abuse symptoms	9.0	23.9	29.9	37.3
105. Locate help for drug problems	7.5	20.9	35.8	35.8
106. Develop value clarification strategies	6.1	24.2	36.4	33.3
107. Demonstrate awareness of sound counseling	4.7	10.9	28.1	56.3
107a. Use sound counseling techniques	3.1	9.4	31.3	56.3
108. Inform students of scholarshipships	54.2	22.0	11.9	11.9
109. Conduct orientation for programs	4.8	28.6	44.4	22.2
				231
				306
				307

Percentages of Responses for Work-Study
Coordinators by Role Function Categories

6

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	0.0	14.5	43.5	41.9
129. Direct special needs students	-	-	-	-
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	6.0	19.4	43.3	31.3
26. Coordinate with law enforcement	19.1	38.2	25.0	17.6
76. Conduct home visitation	1.5	5.9	23.5	69.1
77. Conduct parent conference	3.0	7.5	32.8	56.7
80. Coordinate with participating schools	4.5	20.9	25.4	49.3
85. Inform parents of responsibilities	0.0	5.9	35.3	58.8
113a. Conduct parent conference re: special students	-	-	-	-
113b. Conduct parent conference re: regular students	-	-	-	-
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	0.0	1.5	14.7	83.8
20. Develop a filing system	6.1	12.1	39.4	42.4
21. Compile records	0.0	4.4	23.5	72.1
61. Develop attendance recording system	15.4	21.5	18.5	44.6
RA TOTAL				

232

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Percentages of Responses for Work-Study
Coordinators by Role Function Categories

7

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
CM - CLASSROOM MANAGEMENT				
53. Design classroom physical plan	40.0	18.5	27.7	13.8
55. Develop storage system	29.7	31.3	26.6	12.5
56. Develop work area cleaning schedule	36.5	28.6	17.5	17.5
63. Utilize classroom facilities	17.7	12.9	37.1	32.3
CM TOTAL				
	47.1	27.1	17.1	8.6
EX - EXTRACURRICULAR ACTIVITIES				
6. Organize club program				
	47.1	27.1	17.1	8.6
PR - PUBLIC RELATIONS				
9. Develop presentation on philosophy and goals	4.4	20.6	36.8	38.2
11. Publicize program in school	5.9	19.1	36.8	38.2
12. Publicize program in community	0.0	7.4	33.8	58.8
81. Develop public relations literature	1.5	25.0	33.8	39.7
PR TOTAL				
UNIONS				
EA/IP - EVALUATION AND ASSESSMENT/ INSTRUCTIONAL PLANNING				
92. Prescribe remedial math	21.0	25.8	27.4	25.8
93. Prescribe remedial reading	24.6	26.2	23.0	26.2
126. Prescribe remedial math for special needs students	-	-	-	-
127. Prescribe remedial reading for special needs	-	-	-	-
EA/IP TOTAL				

233

311

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Percentages of Responses for Work-Study
Coordinators by Role Function Categories

8

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION				
2. Implement program modifications	1.4	15.7	47.1	35.7
24. Arrange field experiences	0.0	38.2	38.2	23.5
35. Incorporate deductive thinking	13.1	39.3	23.0	24.6
36. Incorporate inductive thinking	11.7	40.0	25.0	23.3
39. Utilize diagnostic tests	3.1	14.1	46.9	35.9
40. Utilize A-V aids	12.9	27.4	35.5	24.2
42. Utilize achievement test results	9.7	29.0	40.3	21.0
46. Locate instructional materials	4.6	29.2	38.5	27.7
47. Select instructional materials	9.5	22.2	36.5	31.7
58. Prepare student activity schedule	23.4	26.6	31.3	18.8
70. Establish tutoring program	16.1	38.7	27.4	17.7
96. Incorporate world of work into math	6.3	10.9	32.8	50.0
114. Implement program modifications	-	-	-	-
119. Locate instructional materials for special needs	-	-	-	-
120. Select instructional materials for special needs	-	-	-	-
131. Adapt curriculum/instruction for special needs	-	-	-	-
IP/II TOTAL				
II/CG - IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE				
14. Adjust program to suit student personalities	3.0	16.4	37.3	43.3
68. Employ role-playing	9.4	10.9	37.5	42.2
71. Utilize problem-solving	8.2	19.7	39.3	32.8
II/CG TOTAL				

313

312

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Percentages of Responses for Work-Study
Coordinators by Role Function Categories

9

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CM/II - CLASSROOM MANAGEMENT /</u> <u>IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	2.9	5.9	33.8	57.4
<u>CG/CL - COUNSELING AND GUIDANCE /</u> <u>COLLABORATION AND LIAISON</u>				
86. Involve family	6.0	11.9	29.9	52.2
<u>AS/CL - ADMINISTRATION AND SUPERVISION /</u> <u>COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	4.5	14.9	28.4	52.2
<u>II/CG/IP - IMPLEMENTING INSTRUCTION /</u> <u>COUNSELING AND GUIDANCE /</u> <u>INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	-	-	-	-
118. Use achievement test results for special needs	-	-	-	-
II/CL/IP TOTAL				

31.1

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Percentages of Responses for Work-Study
Coordinators by Role Function Categories

10

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
P/II/QM - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>				
54. Group students	12.3	18.5	33.8	35.4
G/II/QM - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION</u> <u>CLASSROOM MANAGEMENT</u>				
103. Devise problem-solving techniques	7.9	17.5	41.3 [†]	33.3

*Typographic errors on the questionnaires made this item meaningless for this group of subjects.

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Percentage of Responses for Vocational Special Education
Coordinators' Opinions for Their Present Position
by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	0.0	5.4	24.3	70.3
16. Identify field trip sites	66.7	22.2	5.6	5.6
30. Develop local program objectives	8.1	16.2	24.3	51.4
31. Estimate time for unit	40.5	21.6	32.4	5.4
32. Develop unit plan	48.6	16.2	29.7	5.4
34. Organize career education unit	37.8	32.4	13.5	16.2
37. Write behavioral objectives	16.2	27.0	24.3	32.4
41. Incorporate business and industry	21.6	29.7	27.0	21.6
43. Develop course of study	54.1	13.5	16.2	16.2
44. Organize weekly plan	51.4	16.2	21.6	10.8
48. Contact reading resources	29.7	29.7	10.8	29.7
49. Construct lesson plan	51.4	13.5	24.3	10.8
121a. Develop VoEd materials for special needs	5.4	16.2	24.3	54.1
121b. Develop VoEd materials for regular students	73.0	5.4	13.5	8.1
124. Develop training plans for special needs	11.1	19.4	38.9	30.6
130. Develop IEPs	0.0	5.4	18.9	75.7
IP TOTAL				
CO - COORDINATION				
3. Research trends in business and industry	2.7	40.5	37.8	18.9
3a. Survey trends in business and industry	10.8	29.7	35.1	24.3
28. Conduct student follow-up studies	5.4	24.3	37.8	32.4
29. Conduct employer appreciation program	55.6	22.2	11.1	11.1
72. Construct procedure for job relocation	51.4	20.0	11.4	17.1

Percentage of Responses for Vocational Special Education
Coordinators' Opinions for Their Present Position
by Role Function Categories

2

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CO - COORDINATION (Cont.)</u>				
74. Identify entry level jobs in community	8.3	16.7	25.0	50.0
78. Establish job placement policy	27.0	32.4	16.2	24.3
82. Develop student training plans	20.0	20.0	25.7	34.3
82a. Facilitate school and employer training	35.1	24.3	16.2	24.3
83. Inform employer of student progress	41.7	30.6	19.4	8.3
84. Inform employers of responsibilities	47.2	30.6	8.3	13.9
123. Identify entry level jobs for special needs	18.9	21.6	35.1	24.3
CO TOTAL				
<u>BF - BASIC EDUCATIONAL FOUNDA- TIONS/PREPARATION</u>				
4a. Establish plan for professional development	2.7	16.2	37.8	43.2
<u>II - IMPLEMENTING INSTRUCTION</u>				
50. Give a lecture	25.1	27.0	21.6	16.2
51. Present demonstration	24.3	24.3	27.0	24.3
64. Operate A-V equipment	45.9	29.7	10.8	13.5
65. Implement team teaching	47.2	11.1	30.6	11.1
66. Stimulate learning thru brainstorming	45.9	16.2	27.0	10.8

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Percentage of Responses for Vocational Special Education
Coordinators' Opinions for Their Present Position
by Role Function Categories

3

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>II - IMPLEMENTING INSTRUCTION</u>				
(Cont.)				
67. Employ oral questioning techniques	13.9	16.7	27.8	41.7
69. Employ project method	41.7	27.8	19.4	11.1
II TOTAL				
<u>EA - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	11.1	19.4	22.2	47.2
13. Identify personality patterns	8.1	21.6	37.8	32.4
27. Organize program review and evaluation	24.3	18.9	21.6	35.1
33. Construct tests re: objectives	21.6	32.4	27.0	18.9
38. Administer diagnostic tests	16.2	21.6	32.4	29.7
59. Chart student progress	10.8	13.5	29.7	45.9
60. Identify emotional factors re: class	8.1	18.9	29.7	43.2
62. Determine effectiveness of instruction	2.8	13.9	33.3	50.0
73. Evaluate progress at training station	16.7	16.7	25.0	41.7
73a. Evaluate progress at learning center	19.4	19.4	33.3	27.8
88. Identify emotional factors re: reading	13.5	27.0	27.0	32.4
89. Identify intellectual factors re: reading	13.5	24.3	24.3	37.8
90. Assess student reading level	13.5	21.6	29.7	35.1
91. Diagnose reading problems	24.3	13.5	18.9	43.2
94. Assess comprehension of math	13.5	21.6	24.3	40.5
95. Devise alternative grading methods	21.6	13.5	18.9	45.9

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Percentage of Responses for Vocational Special Education
Coordinators' Opinions for Their Present Position
by Role Function Categories

4

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
EA - EVALUATION AND ASSESSMENT (Cont.)				
97. Evaluate student reading progress	16.2	29.7	27.0	27.0
98. Identify physical factors re: reading	10.8	32.4	16.2	40.5
99. Administer diagnostic reading tests	29.7	18.9	16.2	35.1
100. Diagnose reading difficulties	32.4	16.2	16.2	35.1
101. Identify educational factors re: reading	10.8	21.6	27.0	40.5
102. Interpret vocational interest tests	16.2	8.1	27.0	48.6
102a. Interpret psychological tests	18.9	18.9	21.6	40.5
102b. Interpret educational tests	2.8	25.0	25.0	47.2
111. Assess individual's ability to modify own behavior	2.7	16.2	35.1	45.9
115. Construct tests re: objectives for special needs	16.2	18.9	29.7	35.1
116. Give diagnostic tests to special needs students	18.9	21.6	24.3	35.1
125. Assess reading levels of special needs students	10.8	18.9	29.7	40.5
128. Assess ability of special needs students	2.7	18.9	32.4	45.9
132a. Assess psychomotor skills of special needs students	18.9	10.8	29.7	40.5
132b. Assess psychomotor skills of regular students	86.5	0.0	8.1	5.4
EA TOTAL				
	44.4	41.7	8.3	5.6
	2.7	10.8	45.9	40.5
	18.9	29.7	21.6	29.7
	24.3	18.9	24.3	32.4
AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost				
4. Establish plan for in-service				
5. Assist students in scheduling				
7. Organize advisory committee				

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Percentage of Responses for Vocational Special Education
Coordinators' Opinions for Their Present Position
by Role Function Categories

5

Item and Role Function Category	% Little or none	% Some	% Considerable	% Great
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AS - ADMINISTRATION AND SUPERVISION

(Cont.)				
17. Complete state reports	10.8	16.2	21.6	51.4
18. Identify government guidelines	2.7	13.5	21.6	62.2
19. Prepare a budget	43.2	32.4	10.8	13.5
22. Establish transportation procedures	56.8	27.0	10.8	5.4
45. Construct progress reporting system	13.5	18.9	29.7	37.8
75. Develop process for student selection	18.2	12.1	18.2	51.5
87. Inform school officials of responsibilities	5.4	13.5	48.6	32.4
110. Identify requirements of vocational programs	10.8	8.1	13.5	67.6
122. Develop methods for mainstreaming	13.5	2.7	16.2	67.6

AS TOTAL

CG - COUNSELING AND GUIDANCE

52. Conduct student conference	2.7	5.4	10.8	81.1
57. Moderate discussion re: sensitive issues	16.2	40.5	32.4	10.8
104. Identify drug abuse symptoms	8.1	27.0	10.8	54.1
105. Locate help for drug problems	16.7	27.8	8.3	47.2
106. Develop value clarification strategies	16.2	29.7	32.4	21.6
107. Demonstrate awareness of sound counseling techniques	0.0	11.1	22.2	66.7
107a. Use sound counseling techniques	0.0	14.3	17.1	68.6
108. Inform students of scholarship programs	35.1	24.3	29.7	10.8
109. Conduct orientation for programs	8.1	10.8	24.3	56.8

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Percentage of Responses for Vocational Special Education
Coordinators' Opinions for Their Present Position
by Role Function Categories

7

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
CM - CLASSROOM MANAGEMENT				
53. Design classroom physical plan	52.8	22.2	13.9	11.1
55. Develop storage system	35.1	27.0	18.9	18.9
56. Develop work area cleaning schedule	73.0	16.2	8.1	2.7
63. Utilize classroom facilities	30.6	22.2	16.7	30.6
CM TOTAL			+	
EX - EXTRACURRICULAR ACTIVITIES				
6. Organize club program	75.7	16.2	5.4	2.7
PR - PUBLIC RELATIONS				
9. Develop presentation on philosophy and goals	5.4	18.9	29.7	45.9
11. Publicize program in school	18.9	21.6	5.4	54.1
12. Publicize program in community	16.2	27.0	27.0	29.7
81. Develop public relations literature	10.8	27.0	29.7	32.4
PR TOTAL				
UNIONS				
EA/IP - EVALUATION AND ASSESSMENT/ INSTRUCTIONAL PLANNING				
92. Prescribe remedial math	8.1	21.6	29.7	40.5
93. Prescribe remedial reading	10.8	24.3	21.6	43.2
126. Prescribe remedial math for special needs students	13.5	18.9	21.6	45.9
127. Prescribe remedial reading for special needs	10.8	24.3	21.6	43.2
EA/IP TOTAL				

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Percentage of Responses for Vocational .. Special Education
Coordinators' Opinions for Their Present Position
by Role Function Categories

8

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION				
2. Implement program modifications	5.4	5.4	18.9	70.3
24. Arrange field experiences	52.8	22.2	13.9	11.1
35. Incorporate deductive thinking	35.1	27.0	21.6	16.2
36. Incorporate inductive thinking	37.8	21.6	27.0	13.5
39. Utilize diagnostic tests	0.0	16.2	35.1	48.6
40. Utilize A-V aids	29.7	24.3	27.0	18.9
42. Utilize achievement test results	5.4	21.6	32.4	40.5
46. Locate instructional materials	8.1	16.2	40.5	35.1
47. Select instructional materials	18.9	18.9	27.0	35.1
58. Prepare student activity schedule	50.0	36.1	8.3	5.6
70. Establish tutoring program	13.5	18.9	24.3	43.2
96. Incorporate world of work into math	13.5	24.3	27.0	35.1
114. Implement program modifications	2.7	2.7	16.2	78.4
119. Locate instructional materials for special needs	2.7	18.9	35.1	43.2
120. Select instructional materials for special needs	2.7	21.6	43.2	32.4
131. Adapt curriculum/instruction for special needs	8.1	8.1	16.2	67.6
IP/II TOTAL				
II/CG - IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE				
14. Adjust program to suit student personalities	10.8	16.2	32.4	40.5
68. Employ role-playing	37.8	35.1	18.9	8.1
71. Utilize problem-solving	5.4	10.8	37.8	45.9
II/CG TOTAL				
				+
				331
				244

Percentage of Responses for Vocational .. Special Education
Coordinators' Opinions for Their Present Position
by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
CM/II - CLASSROOM MANAGEMENT/ <u>IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	2.7	13.5	29.7	54.1
CG/CL - COUNSELING AND GUIDANCE/ <u>COLLABORATION AND LIAISON</u>				
86. Involve family	8.1	10.8	37.8	43.2
AS/CL - ADMINISTRATION AND SUPERVISION/ <u>COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	2.7	8.1	13.5	75.7
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/ COUNSELING AND GUIDANCE/ INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	0.0	18.9	24.3	56.8
118. Use achievement test results for special needs	0.0	21.6	16.2	62.2
II/CL/IP TOTAL				

332

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Percentage of Responses for Vocational Coordinators' Opinions for Their Present Position
by Role Function Categories

10

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP/11/Q1 - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>				
54. Group students	27.0	21.6	21.6	29.7
CG/11/Q1 - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>				
103. Devise problem-solving techniques	2.7	5.4	48.6	43.2

Percentages of Responses for Coordinators' Opinions
for EMR Secondary Teachers Job by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	2.9	26.5	41.2	29.4
16. Identify field trip sites	14.7	8.8	52.9	23.5
30. Develop local program objectives	14.7	35.3	26.5 +	23.5
31. Estimate time for unit	2.9	17.6	47.1	32.4
32. Develop unit plan	2.9	11.8	38.2	47.1
34. Organize career education unit	5.9	17.6	35.3	41.2
37. Write behavioral objectives	2.9	17.6	29.4	50.0
41. Incorporate business and industry	35.3	38.2	17.6	8.8
43. Develop course of study	8.8	29.4	26.5	35.3
44. Organize weekly plan	2.9	0.0	29.4	67.6
48. Contact reading resources	6.1	21.2	45.5	27.3
49. Construct lesson plan	2.9	0.0	23.5	73.5
121a. Develop VoEd materials for special needs	32.4	26.5	20.6	20.6
121b. Develop VoEd materials for regular students	82.4	5.9	8.8	2.9
124. Develop training plans for special needs	28.1	31.3	18.8	21.9
130. Develop IEPs	8.8	2.9	14.7	73.5
IP TOTAL				
CO - COORDINATION				
3. Research trends in business and industry	50.0	35.3	14.7	0.0
3a. Survey trends in business and industry	47.1	29.4	20.6	2.9
28. Conduct student follow-up studies	35.3	38.2	17.6	8.8
29. Conduct employer appreciation program	63.6	18.2	15.2	3.0
72. Construct procedure for job relocation	42.4	30.3	24.2	3.0

Percentages of Responses for Coordinators' Opinions
for EMR Secondary Teachers Job by Role Function Categories

-2-

Item and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
<u>CO - COORDINATION (Cont.)</u>				
74. Identify entry level jobs in community	24.2	30.3	24.2	21.2
78. Establish job placement policy	47.1	20.6	26.5	5.9
82. Develop student training plans	41.9	29.0	12.9	16.1
82a. Facilitate school and employer training	64.7	17.6	8.8	8.8
83. Inform employer of student progress	55.9	29.4	8.8	5.9
84. Inform employers of responsibilities	61.8	20.6	5.9	11.8
123. Identify entry level jobs for special needs	35.3	35.3	17.6	11.8
OO TOTAL				
<u>BF - BASIC EDUCATIONAL FOUNDA- TIONS/PREPARATION</u>				
4a. Establish plan for professional development	2.9	20.6	35.3	41.2
<u>II - IMPLEMENTING INSTRUCTION</u>				
50. Give a lecture	12.1	21.2	39.4	27.3
51. Present demonstration	6.3	15.6	47.9	31.3
64. Operate A-V equipment	0.0	20.6	52.9	26.5
65. Implement team teaching	24.2	27.3	30.3 +	18.2
66. Stimulate learning thru brainstorming	11.8	23.5	38.2	26.5

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Percentages of Responses for Coordinators' Opinions
for EMR Secondary Teachers Job by Role Function Categories

-3-

Item and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
<u>II - IMPLEMENTING INSTRUCTION</u>				
(Cont.)			+	
67. Employ oral questioning techniques	0.0	18.2	39.4	42.4
69. Employ project method	11.8	20.6	44.1	23.5
II TOTAL				
<u>EA - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	21.2	27.3	24.2	27.3
13. Identify personality patterns	2.9	14.7	52.9	29.4
27. Organize program review and evaluation	35.3	38.2	17.6	8.8
33. Construct tests re: objectives	8.8	14.7	29.4	47.1
38. Administer diagnostic tests	8.8	17.6	32.4	41.2
59. Chart student progress	0.0	9.1	36.4	54.5
60. Identify emotional factors re: class	3.0	6.1	51.5	39.4
62. Determine effectiveness of instruction	2.9	5.9	38.2	52.9
73. Evaluate progress at training station	27.3	21.2	30.3	21.2
73a. Evaluate progress at learning center	18.2	6.1	39.4	36.4
88. Identify emotional factors re: reading	11.8	20.6	32.4	35.3
89. Identify intellectual factors re: reading	8.8	17.6	32.4	41.2
90. Assess student reading level	8.8	17.6	17.6	55.9
91. Diagnose reading problems	17.6	2.9	29.4	50.0
94. Assess comprehension of math	2.9	14.7	38.2	44.1
95. Devise alternative grading methods	14.7	17.6	29.4	38.2

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Percentages of Responses for Coordinators' Opinions
for EMR Secondary Teachers Job by Role Function Categories

Items and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
EA - EVALUATION AND ASSESSMENT (Cont.)				
97. Evaluate student reading progress	8.8	5.9	32.4	52.9
98. Identify physical factors re: reading	8.8	17.6	29.4	44.1
99. Administer diagnostic reading tests	14.7	11.8	32.4	41.2
100. Diagnose reading difficulties	17.6	5.9	32.4	44.1
101. Identify educational factors re: reading	8.8	11.8	38.2	41.2
102. Interpret vocational interest tests	35.3	35.3	11.8	17.6
102a. Interpret psychological tests	20.6	17.6	32.4	29.4
102b. Interpret educational tests	12.1	18.2	33.3	36.4
111. Assess individual's ability to modify own behavior	2.9	23.5	29.4	44.1
115. Construct tests re: objectives for special needs	11.8	20.6	32.4	35.3
116. Give diagnostic tests to special needs students	8.8	11.8	44.1	35.3
125. Assess reading levels of special needs students	11.8	14.7	23.5	50.0
128. Assess ability of special needs students	5.9	17.6	35.3	41.2
132a. Assess psychomotor skills of special needs students	20.6	17.6	29.4	32.4
132b. Assess psychomotor skills of regular students	88.2	2.9	8.8	0.0
EA TOTAL				
AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost	17.6	47.1	29.4	5.7
4. Establish plan for in-service	41.2	20.6	23.5	14.7
5. Assist students in scheduling	29.4	35.3	20.6	14.7
7. Organize advisory committee	73.5	14.7	5.9	5.9
AS TOTAL				

Percentages of Responses for Coordinators' Opinions
for EMR Secondary Teachers Job by Role Function Categories

-5-

Items and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				
17. Complete state reports	44.1	17.6	23.5	14.7
18. Identify government guidelines	24.2	21.2	24.2	30.3
19. Prepare a budget	47.1	26.5	17.6	8.8
22. Establish transportation procedures	67.6	17.6	11.8	2.9
45. Construct progress reporting system	2.9	5.9	38.2	52.9
75. Develop process for student selection	46.7	33.3	10.0	10.0
87. Inform school officials of responsibilities	26.5	35.3	17.6	20.6
110. Identify requirements of vocational programs	23.5	26.5	23.5	26.5
122. Develop methods for mainstem- ing	17.6	20.6	26.5	35.3
AS TOTAL				
<u>CG - COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	0.0	18.2	27.3	54.5
57. Moderate discussion re: sensitive issues	9.1	15.2	39.4	36.4
104. Identify drug abuse symptoms	8.8	29.4	17.6	44.1
105. Locate help for drug problems	18.2	27.3	21.2	33.3
106. Develop value clarification strategies	5.9	26.5	35.3	32.4
107. Demonstrate awareness of sound counseling	0.0	33.3	24.2	42.4
107a. Use sound counseling techniques	6.3	21.9	28.1	43.8
108. Inform students of scholar- ships	44.1	29.4	17.6	8.8
109. Conduct orientation for programs	29.4	29.4	26.5	14.7
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* Percentages of Responses for Coordinators' Opinions
for EMR Secondary Teachers Job by Role Function Categories

Items and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	26.5	26.5	17.6	29.4
129. Direct special needs students	24.2	18.2	30.3	27.3
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	19.4	22.6	32.3	25.8
26. Coordinate with law enforcement	51.5	33.3	12.1	3.0
76. Conduct home visitation	26.5	11.8	23.5	38.2
77. Conduct parent conference	2.9	11.8	14.7	70.6
80. Coordinate with participating schools	67.6	14.7	0.0	17.6
85. Inform parents of responsibilities	9.1	24.2	39.4	27.3
113a. Conduct parent conference re: special students	0.0	8.8	11.8	79.4
113b. Conduct parent conference re: regular students	76.5	8.8	11.8	2.9
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	5.9	14.7	23.5	55.9
20. Develop a filing system	14.7	23.5	26.5	35.3
21. Compile records	0.0	20.6	26.5	52.9
61. Develop attendance recording system	11.8	14.7	23.5	50.0

RA TOTAL

34%

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Percentages of Responses for Coordinators' Opinions
for EMR Secondary Teachers Job by Role Function Categories

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Items and Role Function Category	% Little or none	% Some	% Con- siderable ⁺	% Great
CM - CLASSROOM MANAGEMENT				
53. Design classroom physical plan	21.9	6.3	28.1	43.8
55. Develop storage system	21.2	15.2	33.3	30.3
56. Develop work area cleaning schedule	33.3	18.2	30.3	18.2
63. Utilize classroom facilities	6.1	18.2	30.3	45.5
CM TOTAL				
EX - EXTRACURRICULAR ACTIVITIES				
6. Organize club program	52.9	17.6	20.6	8.8
PR - PUBLIC RELATIONS				
9. Develop presentation on philosophy and goals	35.3	38.2	17.6	8.8
11. Publicize program in school	27.3	21.2	27.3	24.2
12. Publicize program in community	32.4	44.1	5.9	17.6
81. Develop public relations literature	58.8	29.4	5.9	5.9
PR TOTAL				
UNIONS				
EA/IP - EVALUATION AND ASSESSMENT/ INSTRUCTIONAL PLANNING				
92. Prescribe remedial math	2.9	14.7	35.3	47.1
93. Prescribe remedial reading	6.1	18.2	30.3	45.5
126. Prescribe remedial math for special needs students	8.8	14.7	32.4	44.1
127. Prescribe remedial reading for special needs	11.8	8.8	26.5	52.9
EA/IP TOTAL				

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Percentages of Responses for Coordinators' Opinions
for EMR Secondary Teachers Job by Role Function Categories

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Items and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION				
2. Implement program modifications	8.8	23.5	44.1	23.5
24. Arrange field experiences	27.3	15.2	30.3	27.3
35. Incorporate deductive thinking	2.9	17.6	50.0	29.4
36. Incorporate inductive thinking	2.9	20.6	50.0	26.5
39. Utilize diagnostic tests	2.9	11.8	38.2	47.1
40. Utilize A-V aids	2.9	11.8	41.2	44.1
42. Utilize achievement test results	8.8	20.6	32.4	38.2
46. Locate instructional materials	0.0	5.9	41.2	52.9
47. Select instructional materials	5.9	0.0	35.3	58.8
58. Prepare student activity schedule	15.6	9.4	50.0	25.0
70. Establish tutoring program	32.4	32.4	14.7	20.6
96. Incorporate world of work into math	0.0	8.8	44.1	47.1
114. Implement program modifications	14.7	14.7	29.4	41.2
119. Locate instructional materials for special needs	3.0	3.0	39.4	54.5
120. Select instructional materials for special needs	3.0	3.0	36.4	57.6
131. Adapt curriculum/instruction for special needs	8.8	8.8	8.8	73.5
IP/II TOTAL				
II/CG - IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE				
14. Adjust program to suit student personalities	8.8	14.7	50.0	26.5
68. Employ role-playing	8.8	23.5	50.0	17.6
71. Utilize problem-solving	2.9	17.6	41.2	38.2
II/CG TOTAL				

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Percentages of Responses for Coordinators' Opinions
for EMR Secondary Teachers Job by Role Function Categories

-9-

Items and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
CM/II - CLASSROOM MANAGEMENT/ IMPLEMENTING INSTRUCTION				
23. Develop reinforcement techniques	2.9	2.9	29.4	64.7
CG/CL - COUNSELING AND GUIDANCE/ COLLABORATION AND LIAISON				
86. Involve family	2.9	11.8	35.3	50.0
AS/CL - ADMINISTRATION AND SUPERVISION/ COLLABORATION AND LIAISON				
79. Conduct teacher conferences	20.6	26.5	26.5	26.5
II/CG/IP - IMPLEMENTING INSTRUCTION/ COUNSELING AND GUIDANCE/ INSTRUCTIONAL PLANNING				
117. Use diagnostic test results for special needs	2.9	11.8	32.4	52.9
118. Use achievement test results for special needs	5.9	11.8	26.5	55.9
II/CL/IP TOTAL				

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Percentages of Responses for Coordinators' Opinions
for EMR Secondary Teachers Job by Role Function Categories

-10-

Items and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
IP/II/Q1 - <u>INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT</u>				
54. Group students	6.1	3.0	33.3	57.6
CG/II/Q1 - <u>COUNSELING AND GUIDANCE/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT</u>				
103. Devise problem-solving techniques	3.0	15.2	42.4	39.4

Percentages of Responses for
EMR Supervisors' Opinions
of EMR Teacher Job
by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	3.9	21.6	43.1	31.4
16. Identify field trip sites	3.8	9.6	42.3	44.2
30. Develop local program objectives	0.0	15.7	25.5	58.8
31. Estimate time for unit	0.0	7.7	38.5	53.8
32. Develop unit plan	1.9	1.9	34.6	61.5
34. Organize career education unit	1.9	7.7	25.0	65.4
37. Write behavioral objectives				
41. Incorporate business and industry	9.6	11.5	19.2	59.6
43. Develop course of study	7.7	23.1	32.7	36.5
44. Organize weekly plan	6.1	10.2	26.5	57.1
48. Contact reading resources	3.8	0.0	13.2	83.0
49. Construct lesson plan†	13.5	21.2	36.5	28.8
121a. Develop VoEd materials for special needs	3.8	0.0	21.2	75.0
121b.. Develop VoEd materials for regular students	-	-	-	-
124. Develop training plans for special needs	-	-	-	-
130. Develop IEPs	-	-	-	-
IP TOTAL				
CO - COORDINATION				
3. Research trends in business and industry	15.7	54.9	21.6	7.8
3a. Survey trends in business and industry	11.5	55.8	19.2	13.5
28. Conduct student follow-up studies	18.4	42.9	28.6	10.2
29. Conduct employer apprecia- tion program	24.0	50.0	18.0	8.0
72. Construct procedure for job relocation	22.0	40.0	26.0	12.0
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Percentages of Responses for
EMR Supervisors' Opinions
of EMR Teacher Job
by Role Function Categories

2

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CO - COORDINATION (Cont.)</u>				
74. Identify entry level jobs in community	9.6	57.7	26.9	5.8
78. Establish job placement policy	13.2	41.5	32.1	13.2
82. Develop student training plans	9.4	30.2	34.0	26.4
82a. Facilitate school and employer training	20.8	39.6	20.8	18.9
83. Inform employer of student progress	32.1	35.8	18.9	13.2
84. Inform employers of responsibilities	37.7	43.4	15.1	3.8
123. Identify entry level jobs for special needs	-	-	-	-
CO TOTAL				
<u>BF - BASIC EDUCATIONAL FOUNDA- TIONS/PREPARATION</u>				
4a. Establish plan for professional development	3.8	13.2	32.1	50.9
<u>II - IMPLEMENTING INSTRUCTION</u>				
50. Give a lecture	39.6	26.4	11.3	22.6
51. Present demonstration	5.7	13.2	26.4	54.7
64. Operate A-V equipment	3.8	21.2	25.0	50.0
65. Implement team teaching	7.8	31.4	27.5	33.3
66. Stimulate learning thru brainstorming	7.7	26.9	23.1	42.3

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Percentages of Responses for
EMR Supervisors' Opinions
of EMR Teacher Job
by Role Function Categories

3

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>II - IMPLEMENTING INSTRUCTION</u>				
(Cont.)				
67. Employ oral questioning techniques	3.8	15.4	36.5	44.2
69. Employ project method	7.8	15.7	35.3	41.2
II TOTAL				
<u>EA - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	7.7	19.2	17.3	55.8
13. Identify personality patterns	3.8	13.5	38.5	44.2
27. Organize program review and evaluation	21.6	21.6	35.2	21.6
33. Construct tests re: objectives	1.9	9.6	26.9	61.5
38. Administer diagnostic tests	5.8	5.8	15.4	73.1
59. Chart student progress	3.8	1.9	20.8	73.6
60. Identify emotional factors re: class	3.8	5.7	26.4	64.2
62. Determine effectiveness of instruction	3.8	3.8	25.0	67.3
73. Evaluate progress at training station	17.6	37.3	31.4	13.7
73a. Evaluate progress at learning center	3.8	17.3	23.1	55.8
88. Identify emotional factors re: reading	9.6	11.5	23.1	55.8
89. Identify intellectual factors re: reading	15.4	9.6	19.2	55.8
90. Assess student reading level	5.8	1.9	17.3	75.0
91. Diagnose reading problems	5.7	5.7	18.9	69.8
94. Assess comprehension of math	5.7	1.9	18.9	73.6
95. Devise alternative grading methods	7.6	9.6	36.5	46.2

Percentages of Responses for
EMR Supervisors' Opinions
of EMR Teacher Job
by Role Function Categories

4

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>EA - EVALUATION AND ASSESSMENT</u> (Cont.)				
97. Evaluate student reading progress	5.7	0.0	20.8	73.6
98. Identify physical factors re: reading	7.5	11.3	18.9	62.3
99. Administer diagnostic reading tests	5.7	3.8	24.5	66.0
100. Diagnose reading difficulties	7.5	5.7	22.6	64.2
101. Identify educational factors re: reading	5.8	11.5	23.1	59.6
102. Interpret vocational interest tests	5.8	23.1	40.4	30.8
102a. Interpret psychological tests	19.6	11.8	31.4	37.3
102b. Interpret educational tests	7.7	3.8	30.8	57.7
111. Assess individual's ability to modify own behavior	5.7	5.7	37.7	50.9
115. Construct tests re: objectives for special needs	-	-	-	-
116. Give diagnostic tests to special needs students	-	-	-	-
125. Assess reading levels of special needs students	-	-	-	-
128. Assess ability of special needs students	-	-	-	-
132a. Assess psychomotor skills of special needs students	-	-	-	-
132b. Assess psychomotor skills of regular students	-	-	-	-
EA TOTAL				
AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost	13.2	43.4	32.1	11.3
4. Establish plan for in-service	19.2	19.2	42.3	19.2
5. Assist students in scheduling	3.8	7.5	35.8	52.8
7. Organize advisory committee	48.1	28.8	13.5	9.6

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Percentages of Responses for
EMR Supervisors' Opinions
of EMR Teacher Job
by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				
17. Complete state reports	36.0	26.0	14.0	24.0
18. Identify government guidelines	9.6	28.8	34.6	26.9
19. Prepare a budget	21.2	32.7	21.2	25.0
22. Establish transportation procedures	42.0	40.0	10.0	8.0
45. Construct progress reporting system	- *	- *	- *	- *
75. Develop process for student selection	8.2	36.7	30.6	24.5
87. Inform school officials of responsibilities	15.1	17.0	9.4	58.5
110. Identify requirements of vocational programs	7.5	9.4	30.2	52.8
122. Develop methods for mainstreaming	-	-	-	-
AS TOTAL				
<u>CG - COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	3.8	5.7	22.6	67.9
57. Moderate discussion re: sensitive issues	7.5	11.3	28.3	52.8
104. Identify drug abuse symptoms	3.8	13.2	35.8	47.2
105. Locate help for drug problems	3.8	7.5	35.8	52.8
106. Develop value clarification strategies	5.7	7.5	34.0	52.8
107. Demonstrate awareness of sound counseling	1.9	11.3	28.3	58.5
107a. Use sound counseling techniques	1.9	3.8	35.8	58.5
108. Inform students of scholarshipships	23.1	34.6	17.3	25.0
109. Conduct orientation for programs	7.5	17.0	35.8	39.6

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Percentages of Responses for
EMR Supervisors' Opinions
of EMR Teacher Job
by Role Function Categories

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Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	5.7	7.5	32.1	54.7
129. Direct special needs students	-	-	-	-
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	1.9	11.5	19.2	67.3
26. Coordinate with law enforcement	17.3	40.4	26.9	15.4
76. Conduct home visitation	5.7	9.4	18.9	66.0
77. Conduct parent conference	5.7	1.9	7.5	84.9
80. Coordinate with participating schools	23.5	37.3	9.8	29.4
85. Inform parents of responsibilities	9.4	17.0	22.6	50.9
113a. Conduct parent conference re: special students	-	-	-	-
113b. Conduct parent conference re: regular students	-	-	-	-
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	0.0	13.5	11.5	75.0
20. Develop a filing system	1.9	17.3	30.8	50.0
21. Compile records	2.0	9.8	21.6	66.7
61. Develop attendance recording system	7.7	9.6	28.8	53.8
RA TOTAL				

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Percentages of Responses for
EMR Supervisors' Opinions
of EMR Teacher Job
by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
CM - CLASSROOM MANAGEMENT				
53. Design classroom physical plan	7.5	17.0	30.2	45.3
55. Develop storage system	9.4	18.9	34.0	37.7
56. Develop work area cleaning schedule	7.5	22.6	34.0	35.8
63. Utilize classroom facilities	3.8	3.8	25.0	67.3
CM TOTAL				
EX - EXTRACURRICULAR ACTIVITIES				
6. Organize club program *	21.2	36.5	28.8	13.5
PR - PUBLIC RELATIONS				
9. Develop presentation on philosophy and goals	7.7	21.2	40.4	30.8
11. Publicize program in school	7.7	15.4	19.2	57.7
12. Publicize program in community	7.7	25.0	34.6	32.7
81. Develop public relations literature	26.4	28.3	24.5	20.8
PR TOTAL				
UNIONS				
EA/IP - EVALUATION AND ASSESSMENT/ INSTRUCTIONAL PLANNING				
92. Prescribe remedial math	7.5	0.0	20.8	71.7
93. Prescribe remedial reading	7.5	0.0	18.9	73.6
126. Prescribe remedial math for special needs students	-	-	-	-
127. Prescribe remedial reading for special needs	-	-	-	-
EA/IP TOTAL				

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Percentages of Responses for
EMR Supervisors' Opinions
of EMR Teacher Job
by Role Function Categories

Item	and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP/II -	INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION				
2.	Implement program modifications	0.0	13.2	58.5	28.3
24.	Arrange field experiences	3.8	9.6	48.1	38.5
35.	Incorporate inductive thinking	3.9	21.6	29.4	45.1
36.	Incorporate inductive thinking	3.9	19.6	29.4	47.1
39.	Utilize diagnostic tests	3.8	0.0	11.5	84.6
40.	Utilize A-V aids	1.9	5.8	32.7	59.6
42.	Utilize achievement test results	3.8	5.8	21.2	69.2
46.	Locate instructional materials	5.7	5.7	24.5	64.2
47.	Select instructional materials	3.8	1.9	20.8	73.6
58.	Prepare student activity schedule	5.7	11.3	26.4	56.6
70.	Establish tutoring program	9.6	32.7	25.0	32.7
96.	Incorporate world of work into math	1.9	1.9	24.5	71.7
114.	Implement program modifications	-	-	-	-
119.	Locate instructional materials for special needs	-	-	-	-
120.	Select instructional materials for special needs	-	-	-	-
131.	Adapt curriculum/instruction for special needs	-	-	-	-
IP/II	TOTAL				
II/CG -	IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE				
14.	Adjust program to suit student personalities	2.0	13.7	21.6	62.7
68.	Employ role-playing	5.8	7.7	34.6	51.9
71.	Utilize problem-solving	4.0	8.0	24.0	64.0
II/CG	TOTAL				

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Percentages of Responses for
EMR Supervisors' Opinions
of EMR Teacher Job
by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
CM/II - CLASSROOM MANAGEMENT/ <u>IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	1.9	1.9	21.2	75.0
CG/CL - <u>COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u>				
86. Involve family	5.7	5.7	22.6	66.0
AS/CL - <u>ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	7.7	7.7	21.2	63.5
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	-	-	-	-
118. Use achievement test results for special needs	-	-	-	-
II/CG/IP TOTAL				

Percentages of Responses for
EMR Supervisors' Opinions
of EMR Teacher Job
by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP/II/Q1 - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>	3.8	3.8	19.2	73.1
54. Group students				
CG/II/Q1 - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>	3.8	5.7	24.5	66.0
103. Devise problem-solving techniques				

* Typographic errors on the questionnaire made this item meaningless for the group of subjects.

Percentages of Responses for
EMR Supervisors' Opinions for Work-Study Job Coord.
by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	0.0	3.9	43.1	52.9
16. Identify field trip sites	2.0	7.8	47.1	43.1
30. Develop local program objectives	2.0	13.7	21.6	62.7
31. Estimate time for unit	23.1	36.5	21.2	19.2
32. Develop unit plan	28.8	34.6	25.0	11.5
34. Organize career education unit	3.9	13.7	25.5	56.9
37. Write behavioral objectives	21.6	27.5	15.7	35.3
41. Incorporate business and industry	5.9	19.6	37.3	37.3
43. Develop course of study	12.2	24.5	38.8	24.5
44. Organize weekly plan	22.6	30.2	22.6	24.5
48. Contact reading resources	34.6	46.2	15.4	3.8
49. Construct lesson plan	17.3	32.7	25.0	25.0
121a. Develop VoEd materials for special needs	-	-	-	-
121b. Develop VoEd materials for regular students	-	-	-	-
124. Develop training plans for special needs	-	-	-	-
130. Develop IEPs	-	-	-	-
IP TOTAL				
CO - COORDINATION				
3. Research trends in business and industry	1.9	7.5	32.1	58.5
3a. Survey trends in business and industry	0.0	1.9	20.8	77.4
28. Conduct student follow-up studies	0.0	5.8	23.1	71.2
29. Conduct employer appreciation program	0.0	4.0	22.0	74.0
72. Construct procedure for job relocation	0.0	3.9	15.7	80.4
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+ Percentages of Responses for
EMR Supervisors' Opinions for Work-Study Job
by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
CO - COORDINATION (Cont.)				
74. Identify entry level jobs in community	0.0	1.9	9.6	88.5
78. Establish job placement policy	0.0	0.0	15.1	84.9
82. Develop student training plans	3.8	1.9	24.5	69.8
82a. Facilitate school and employer training	0.0	1.9	17.0	81.1
83. Inform employer of student progress	9.4	13.2	22.6	54.7
84. Inform employers of responsibilities	0.0	0.0	9.4	90.6
123. Identify entry level jobs for special needs	-	-	-	-
CO TOTAL				
BF - BASIC EDUCATIONAL FOUNDA- TIONS/PREPARATION	1.9	15.1	32.1	50.9
4a. Establish plan for professional development				
II - IMPLEMENTING INSTRUCTION				
50. Give a lecture	36.5	23.1	19.2	21.2
51. Present demonstration	5.7	22.6	26.4	45.3
64. Operate A-V equipment	9.6	36.5	21.2	32.7
65. Implement team teaching	25.5	33.3	29.4	11.8
66. Stimulate learning thru brainstorming	18.0	40.0	12.0	30.0

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Percentages of Responses for
EMR Supervisors' Opinions for Work-Study Job
by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
I - IMPLEMENTING INSTRUCTION				
(Cont.)				
67. Employ oral questioning techniques	2.0	33.3	35.3	29.4
69. Employ project method	15.7	29.4	33.3	21.6
I TOTAL				
A - EVALUATION AND ASSESSMENT				
10. Identify learning disabilities	15.7	37.3	25.5	21.6
13. Identify personality patterns	1.9	19.2	34.6	44.2
27. Organize program review and evaluation	5.8	17.3	36.5	40.4
33. Construct tests re: objectives	21.6	33.3	19.6	25.5
38. Administer diagnostic tests	17.6	25.5	25.5	31.4
59. Chart student progress	9.8	5.9	29.4	54.9
60. Identify emotional factors re: class	17.6	21.6	33.3	27.5
62. Determine effectiveness of instruction	9.8	23.5	23.5	43.1
73. Evaluate progress at training station	1.9	0.0	11.5	86.5
73a. Evaluate progress at learning center	13.5	15.4	34.6	36.5
88. Identify emotional factors re: reading	25.5	49.0	13.7	11.8
89. Identify intellectual factors re: reading	27.5	52.9	11.8	7.8
90. Assess student reading level	30.0	44.0	16.0	10.0
91. Diagnose reading problems	38.5	48.1	9.6	3.8
94. Assess comprehension of math	30.2	39.6	18.9	11.3
95. Devise alternative grading methods	26.4	32.1	22.6	18.9

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Percentages of Responses for
EMR Supervisors' Opinions for Work-Study Job
by Role Function Categories

4

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Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>A - EVALUATION AND ASSESSMENT</u>				
(Cont.)				
97. Evaluate student reading progress	37.7	41.5	11.3	9.4
98. Identify physical factors re: reading	35.8	43.4	9.4	11.3
99. Administer diagnostic reading tests	54.7	30.2	11.3	3.8
100. Diagnose reading difficulties	52.8	30.2	13.2	3.8
101. Identify educational factors re: reading	48.1	30.8	15.4	5.8
102. Interpret vocational interest tests	0.0	1.9	25.0	73.1
102a. Interpret psychological tests	21.6	25.5	25.5	27.5
102b. Interpret educational tests	9.6	30.8	32.7	26.9
111. Assess individual's ability to modify own behavior	1.9	15.1	37.7	45.3
115. Construct tests re: objectives for special needs	-	-	-	-
116. Give diagnostic tests to special needs students	-	-	-	-
125. Assess reading levels of special needs students	-	-	-	-
128. Assess ability of special needs students	-	-	-	-
12a. Assess psychomotor skills of special needs students	-	-	-	+
12b. Assess psychomotor skills of regular students	-	-	-	-

A TOTAL

B - ADMINISTRATION AND SUPERVISION

1. Estimate materials' cost
4. Establish plan for in-service
5. Assist students in scheduling
7. Organize advisory committee

32.1	37.7	20.8	9.4
11.3	15.1	52.8	20.8
21.2	11.5	34.6	32.7
17.0	17.0	32.1	34.0

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Percentages of Responses for
EMR Supervisors' Opinions for Work-Study Job
by Role Function Categories

5

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				
17. Complete state reports	1.9	9.6	23.1	65.4
18. Identify government guidelines	1.9	5.8	28.8	63.5
19. Prepare a budget	15.7	21.6	27.5	35.3
22. Establish transportation procedures	9.6	7.7	25.0	57.7
45. Construct progress reporting system	- *	- *	- *	- *
75. Develop process for student selection	0.0	8.2	12.2	79.6
87. Inform school officials of responsibilities	9.4	5.7	18.9	66.0
10. Identify requirements of vocational programs	1.9	1.9	26.4	69.8
22. Develop methods for mainstreaming	-	-	-	-
; TOTAL				
<u>COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	0.0	7.5	20.8	71.7
57. Moderate discussion re: sensitive issues	21.2	17.3	32.7	28.8
04. Identify drug abuse symptoms	1.9	20.8	35.8	41.5
05. Locate help for drug problems	0.0	13.2	37.7	49.1
06. Develop value clarification strategies	1.9	21.2	32.7	44.2
07. Demonstrate awareness of sound counseling	1.9	11.3	28.3	58.5
07a. Use sound counseling techniques	1.9	5.7	24.5	67.9
108. Inform students of scholarshipships	19.2	28.8	25.0	26.9
109. Conduct orientation for programs	1.9	5.7	30.2	62.3
				38.5

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Percentages of Responses for
EMR Supervisors' Opinions for Work-Study Job
by Role Function Categories

6

Item, and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>G - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	1.9	9.4	28.3	60.4
129. Direct special needs students	-	-	-	-
1G TOTAL				
<u>L - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	11.8	25.5	23.5	39.2
26. Coordinate with law enforcement	9.6	30.8	25.0	34.6
76. Conduct home visitation	1.9	3.8	17.0	77.4
77. Conduct parent conference	5.7	7.5	18.9	67.9
80. Coordinate with participating schools	5.9	7.8	17.6	68.6
85. Inform parents of responsibilities	0.0	3.8	28.3	67.9
13a. Conduct parent conference re: special students	-	-	-	-
13b. Conduct parent conference re: regular students	-	-	-	-
1L TOTAL				
<u>LA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	0.0	3.8	23.1	73.1
20. Develop a filing system	1.9	9.6	26.9	61.5
21. Compile records	2.0	5.9	15.7	76.5
61. Develop attendance recording system	14.0	14.0	30.0	42.0
1A TOTAL				

3A TOTAL

386

387

272

Percentages of Responses for
EMR Supervisors' Opinions for Work-Study Job
by Role Function Categories

7

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
M - CLASSROOM MANAGEMENT				
53. Design classroom physical plan	44.2	28.8	17.3	9.6
55. Develop storage system	32.7	28.8	21.2	17.3
56. Develop work area cleaning schedule	21.6	17.6	39.2	21.6
63. Utilize classroom facilities	21.6	23.5	29.4	25.5
M TOTAL				
X - EXTRACURRICULAR ACTIVITIES				
6. Organize club program	24.5	32.1	28.3	15.1
R - PUBLIC RELATIONS				
9. Develop presentation on philosophy and goals	1.9	11.5	38.5	48.1
11. Publicize program in school	3.8	17.3	32.7	46.2
12. Publicize program in community	0.0	3.8	19.2	76.9
81. Develop public relations literature	3.8	5.7	28.3	62.3
R TOTAL				
INIONS				
A/IP - EVALUATION AND ASSESSMENT/ INSTRUCTIONAL PLANNING				
92. Prescribe remedial math	34.0	37.7	20.8	7.5
93. Prescribe remedial reading	34.0	41.5	18.9	5.7
126. Prescribe remedial math for special needs students	-	-	-	-
127. Prescribe remedial reading for special needs	-	-	-	-

A/IP TOTAL

383

389

273

+ Percentages of Responses for
EMR Supervisors' Opinions for Work-Study Job
by Role Function Categories

8

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION				
2. Implement program modifications	3.8	19.2	38.5	38.5
24. Arrange field experiences	0.0	21.6	23.5	54.9
35. Incorporate deductive thinking	18.0	26.0	34.0	22.0
36. Incorporate inductive thinking	18.0	26.0	32.0	24.0
39. Utilize diagnostic tests	5.9	13.7	31.4	49.0
40. Utilize A-V aids	5.9	29.4	37.3	27.5
42. Utilize achievement test results	7.7	30.8	26.9	34.6
46. Locate instructional materials	9.4	37.7	37.7	15.1
47. Select instructional materials	11.3	26.4	41.5	20.8
58. Prepare student activity schedule	17.6	25.5	23.5	33.3
70. Establish tutoring program	31.4	45.1	17.6	5.9
96. Incorporate world of work into math	13.2	26.4	24.5	35.8
114. Implement program modifications	-	-	-	-
119. Locate instructional materials for special needs	-	-	-	-
120. Select instructional materials for special needs	-	-	-	-
131. Adapt curriculum/instruction for special needs	-	-	-	-
IP/II TOTAL				
II/CG - IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE				
14. Adjust program to suit student personalities	4.0	22.0	32.0	42.0
68. Employ role-playing	3.9	21.6	33.3	41.2
71. Utilize problem-solving	4.1	20.4	30.6	44.9
II/CG TOTAL				

+

274

391

390

Percentages of Responses for
EMR Supervisors' Opinions for Work-Study Job
by Role Function Categories +

9

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>Q4/II - CLASSROOM MANAGEMENT/ IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	0.0	5.8	26.9	67.3
<u>CG/CL - COUNSELING AND GUIDANCE/ COLLABORATION AND LIAISON</u>				
86. Involve family	1.9	3.8	30.2	64.2
<u>AS/CL - ADMINISTRATION AND SUPERVISION/ COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	11.5	7.7	28.8	51.9
<u>II/CG/IP - IMPLEMENTING INSTRUCTION/ COUNSELING AND GUIDANCE/ INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	-	-	-	-
118. Use achievement test results for special needs +	-	-	-	-
II/CG/IP TOTAL				

392

393

275

Percentages of Responses for
EMR Supervisors' Opinions for Work-Study Job
by Role Function Categories

10

Item and Role Function Category	%			
	Little or none	Some	Consider- able	Great
CP/II/QM - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>				
54. Group students	32.0	24.0	26.0	18.0
CG/II/QM - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>				
103. Devise problem-solving techniques	3.8	20.8	35.8	39.6

* Typographic errors on the questionnaire made this item meaningless for this group of subjects.

Percentages of Responses for EMR
Teachers by Role Function Categories *

Item and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	7.9	25.4	39.7	27.0
16. Identify field trip sites	1.6	39.7	31.7	27.0
30. Develop local program objectives	6.6	32.8	36.1	24.6
31. Estimate time for unit	12.9	45.2	22.6	19.4
32. Develop unit plan	9.7	25.8	35.5	29.0
34. Organize career education unit	4.8	12.9	37.1	45.2
37. Write behavioral objectives	22.6	21.0	27.4	29.0
41. Incorporate business and industry	19.4	40.3	27.4	12.9
43. Develop course of study	3.2	25.8	33.9	37.1
44. Organize weekly plan	6.5	24.2	32.3	37.1
48. Contact reading resources	9.7	33.9	32.3	24.2
49. Construct lesson plan	8.2	13.1	36.1	42.6
121a. Develop VoEd materials for special needs	0.0	20.0	26.7	53.3
121b. Develop VoEd materials for regular students	13.3	21.7	20.0	45.0
124. Develop training plans for special needs	3.3	11.5	41.0	44.3
130. Develop IEPs	8.2	19.7	18.0	54.1
IP TOTAL *				
CO - COORDINATION				
3. Research trends in business and industry	29.0	40.3	16.1	14.5
3a. Survey trends in business and industry	27.4	40.3	19.4	12.9
28. Conduct student follow-up studies	4.9	36.1	37.7	21.3
29. Conduct employer appreciation program	11.7	25.0	35.0	28.3
72. Construct procedure for job relocation	14.0	40.4	26.3	19.3

Percentages of Responses for EMR
Teachers by Role Function Categories

-2-

Item and Role Function Category *	% Little or none	% Some	% Con- siderable	% Great
<u>CO - COORDINATION (Cont.)</u>				
74. Identify entry level jobs in community	8.5	15.3	39.0	37.3
78. Establish job placement policy	6.9	19.0	37.9	36.2
82. Develop student training plans	11.7	21.7	45.0	21.7
82a. Facilitate school and employer training	3.4	17.2	44.8	34.5
83. Inform employer of student progress	14.0	24.6	35.1	26.3
84. Inform employers of responsibilities	10.0	15.0	38.3	36.7
123. Identify entry level jobs for special needs	6.6	9.8	36.1	47.5
CO TOTAL				
BF - <u>BASIC EDUCATIONAL FOUNDA- TIONS/PREPARATION</u>				
4a. Establish plan for professional development	9.7	30.6	40.3	19.4
II - <u>IMPLEMENTING INSTRUCTION</u>				
50. Give a lecture	27.4	43.5	21.0	8.1
51. Present demonstration	4.8	22.6	40.3	32.3
64. Operate A-V equipment	9.7	30.6	32.3	27.4
65. Implement team teaching	14.5	41.9	27.4	16.1
66. Stimulate learning thru brainstorming	6.7	45.0	30.0	18.3

393

399

278

Percentages of Responses for EMR
Teachers by Role Function Categories

-3-

Item and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
II - IMPLEMENTING INSTRUCTION				
(Cont.)				
67. Employ oral questioning techniques	4.8	22.6	43.5	29.0
69. Employ project method	6.6	44.3	29.5	19.7
II TOTAL				
EA - EVALUATION AND ASSESSMENT				
10. Identify learning disabilities	1.6	12.7	34.9	50.8
13. Identify personality patterns	3.2	19.0	49.2	28.6
27. Organize program review and evaluation	13.1	39.3	32.8	14.8
33. Construct tests re: objectives	6.5	29.0	33.9	30.6
38. Administer diagnostic tests	3.2	12.9	35.5	48.4
59. Chart student progress	3.2	17.7	38.7	40.3
60. Identify emotional factors re: class	0.0	8.1	35.5	56.5
62. Determine effectiveness of instruction	0.0	4.8	43.5	51.6
73. Evaluate progress at training station	10.3	15.5	39.7	34.5
73a. Evaluate progress at learning center	1.6	21.3	47.5	29.5
88. Identify emotional factors re: reading	1.6	4.8	41.9	51.6
89. Identify intellectual factors re: reading	1.6	9.7	35.5	53.2
90. Assess student reading level	1.6	8.1	35.5	54.8
91. Diagnose reading problems	0.0	3.2	37.1	59.7
94. Assess comprehension of math	0.0	8.2	36.1	55.7
95. Devise alternative grading methods	6.6	23.0	34.4	36.1

279

Percentages of Responses for EMR
Teachers by Role Function Categories

-4-

Item and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
EA - EVALUATION AND ASSESSMENT +				
(Cont.)				
97. Evaluate student reading progress	0.0	8.1	37.1	54.8
98. Identify physical factors re: reading	0.0	16.4	37.7	45.9
99. Administer diagnostic reading tests	1.6	9.7	38.7	50.0
100. Diagnose reading difficulties	1.6	8.1	37.1	53.2
101. Identify educational factors re: reading	0.0	9.7	40.3	50.0
102. Interpret vocational interest tests	6.7	18.3	36.7	38.3
102a. Interpret psychological tests	5.0	13.3	50.0	31.7
102b. Interpret educational tests	1.7	23.3	38.3	36.7
111. Assess individual's ability to modify own behavior	0.0	11.7	36.7	51.7
115. Construct tests re: objectives for special needs	1.7	16.7	36.7	45.0
116. Give diagnostic tests to special needs students	0.0	11.7	38.3	50.0
125. Assess reading levels of special needs students	0.0	9.8	42.6	47.5
128. Assess ability of special needs students	0.0	9.8	31.1	59.0
132a. Assess psychomotor skills of special needs students	3.4	20.3	39.0	37.3
132b. Assess psychomotor skills of regular students	5.1	35.6	33.9	25.4
EA TOTAL				
	16.1	53.2	27.4	3.2
AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost	13.1	44.3	23.0	19.7
4. Establish plan for in-service	8.1	17.7	40.3	33.9
5. Assist students in scheduling	31.1	44.3	19.7	4.9
7. Organize advisory committee				

Percentages of Responses for EMR
Teachers by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				
17. Complete state reports	17.7	45.2	19.4	17.7
18. Identify government guidelines	9.5	34.9	28.6	27.0
19. Prepare a budget	17.7	43.5	17.7	21.0
22. Establish transportation procedures	44.1	40.7	8.5	6.8
45. Construct progress reporting system	0.0	22.6	32.3	45.2
75. Develop process for student selection	10.0	28.3	26.7	35.0
87. Inform school officials of responsibilities	8.2	9.8	34.4	47.5
110. Identify requirements of vocational programs	6.8	20.3	32.2	40.7
122. Develop methods for mainstreaming	0.0	9.8	31.1	59.0
AS TOTAL				
<u>CG - COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	3.2	19.4	40.3	37.1
57. Moderate discussion re: sensitive issues	8.1	16.1	37.1	38.7
104. Identify drug abuse symptoms	0.0	16.4	24.6	59.0
105. Locate help for drug problems	0.0	14.8	24.6	60.7
106. Develop value clarification strategies	3.3	18.0	36.1	42.6
107. Demonstrate awareness of sound counseling	5.0	18.3	36.7	40.0
107a. Use sound counseling techniques	4.9	18.0	29.5	47.5
108. Inform students of scholarship programs	41.7	20.0	23.3	15.0
109. Conduct orientation for programs	15.0	25.0	26.7	33.3

281

405

40.1

Percentages of Responses for EMR
Teachers by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	3.3	25.0	33.3	38.3
129. Direct special needs students	1.6	11.5	42.6	44.3
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	13.3	38.3	25.0	23.3
26. Coordinate with law enforcement	23.3	35.0	30.0	11.7
76. Conduct home visitation	8.2	27.9	34.4	29.5
77. Conduct parent conference	0.0	8.3	41.7	50.0
80. Coordinate with participating schools	11.5	44.3	24.6	19.7
85. Inform parents of responsibilities	4.9	8.2	27.9	59.0
113a. Conduct parent conference re: special students	0.0	8.3	31.7	60.0
113b. Conduct parent conference re: regular students -	10.0	15.0	33.3 +	41.7
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	0.0	15.9	39.7	44.4
20. Develop a filing system	16.1	38.7	25.8	19.4
21. Compile records	3.2	22.6	35.5	38.7
61. Develop attendance recording system	21.0	35.5	25.8	17.7

RA TOTAL

407

406

282

Percentages of Responses for EMR
Teachers by Role Function Categories

-7-

tem and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
<u>CM - CLASSROOM MANAGEMENT</u>				
53. Design classroom physical plan	9.7	27.4	27.4	35.5
55. Develop storage system	17.7	37.1	24.2	21.0
56. Develop work area cleaning schedule	25.5	38.7	12.9	12.9
63. Utilize classroom facilities	1.6	21.0	45.2	32.3
CM TOTAL				
<u>EX - EXTRACURRICULAR ACTIVITIES</u>				
6. Organize club program	39.3	37.7	19.7	3.3
<u>PR - PUBLIC RELATIONS</u>				
9. Develop presentation on philosophy and goals	12.7	34.9	31.7	20.6
11. Publicize program in school	6.3	34.9	38.1	20.6
12. Publicize program in community	4.8	36.5	30.2	28.6
81. Develop public relations literature	18.0	42.6	19.7	19.7
PR TOTAL				
<u>UNIONS</u>				
<u>EA/IP - EVALUATION AND ASSESSMENT/</u>				
<u>INSTRUCTIONAL PLANNING</u>				
92. Prescribe remedial math	0.0	1.7	38.3	60.0
93. Prescribe remedial reading	0.0	1.6	38.7	59.7
126. Prescribe remedial math for special needs students	0.0	8.2	44.3	47.5
127. Prescribe remedial reading for special needs	0.0	8.2	39.3	52.5

EA/IP TOTAL

403

400

283

Percentages of Responses for EMR
Teachers by Role Function Categories

-8-

Item and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION				
2. Implement program modifications	3.2	19.4	53.2	24.2
24. Arrange field experiences	6.7	31.7	26.7	35.0
35. Incorporate deductive thinking	3.3	27.9	39.3	29.5
36. Incorporate inductive thinking	1.6	31.1	37.7	29.5
39. Utilize diagnostic tests	1.6	14.5	32.3	51.6
40. Utilize A-V aids	3.2	21.0	43.5	32.3
42. Utilize achievement test results	4.8	27.4	40.3	27.4
46. Locate instructional materials	1.6	16.4	36.1	45.9
47. Select instructional materials	1.6	14.5	37.1	46.8
58. Prepare student activity schedule	11.3	33.9	30.6	24.2
70. Establish tutoring program	16.1	33.9	27.4	22.6
96. Incorporate world of work into math	0.0	4.8	32.3	62.9
114. Implement program modifications	1.7	8.5	33.9	55.9
119. Locate instructional materials for special needs	1.6	13.1	41.0	44.3
120. Select instructional materials for special needs	1.6	11.5	36.1	50.8
131. Adapt curriculum/instruction for special needs	1.7	10.0	26.7	61.7
IP/II TOTAL				
II/CG - IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE				
14. Adjust program to suit student personalities	4.8	21.0	29.0	45.2
68. Employ role-playing	1.6	24.6	41.0	32.8
71. Utilize problem-solving	6.5	25.8	38.7	29.0
II/CG TOTAL				

284

411

410

Percentages of Responses for EMR
Teachers by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
<u>CM/II - CLASSROOM MANAGEMENT/</u> <u>IMPLEMENTING INSTRUCTION</u> 23. Develop reinforcement techniques	4.9	6.6	37.7	50.8
<u>CG/CL - COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u> 86. Involve family	0.0	9.8	24.6	65.6
<u>AS/CL - ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u> 79. Conduct teacher conferences	6.7	18.3	36.7	38.3
<u>II/CG/IP - IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u> 117. Use diagnostic test results for special needs 118. Use achievement test results for special needs II/CL/IP TOTAL	0.0 0.0	11.7 20.0	35.0 36.7	53.3 43.3

413

285

412

Percentages of Responses for EMR
Teachers by Role Function Categories

tem and Role Function Category	% Little or none	% Some	% Con- siderable	% Great
IP/II/CM - <u>INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT</u>	4.8	19.4	32.3	43.5
54. Group students				
CG/II/CM - <u>COUNSELING AND GUIDANCE/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT</u>	3.4	20.4	39.0	37.3
103. Devise problem-solving techniques				

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Kent State Transition Competency Studies

APPENDIX H

Summaries of the percentage of responses to important values by Vocational Educators as a function of role function categories:

1. VOED Teachers (pooled across five service areas) (p288ff)
2. Trade & Industrial (T & I) Education (p299ff)
3. Vocational Agriculture (VO AG) Education (p309ff)
4. Business & Office Education (BOE) (p319ff)
5. Distributive (Marketing) Education (DE) (p329ff)
6. Vocational Home Economics (HE) (p339ff)

Percentages of Responses for Vocational Education
Teachers by Role Function Categories

Item and Role Function Category	% Little or none	% some	% Con- siderable	% Great
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	3.6	27.3	40.0	29.1
16. Identify field trip sites	4.0	39.5	37.7	18.8
30. Develop local program objectives	2.9	20.2	39.0	37.9
31. Estimate time for unit	3.6	15.9	44.0	36.5
32. Develop unit plan	1.1	11.2	44.9	42.8
34. Organize career education unit	10.2	35.4	31.4	23.0
37. Write behavioral objectives	9.8	33.8	29.5	26.9
41. Incorporate business and industry	9.5	30.5	36.7	23.3
43. Develop course of study	4.0	16.7	35.5	43.8
44. Organize weekly plan	2.5	6.9	34.1	56.5
48. Contact reading resources	10.2	40.4	34.9	14.5
49. Construct lesson plan	0.4	10.9	24.6	64.1
121a. Develop VoEd materials for special needs	16.2	17.1	27.5	39.2
121b. Develop VoEd materials for regular students	5.7	15.2	32.4	46.7
124. Develop training plans for special needs	16.6	18.7	31.1	33.6
130. Develop IEPs	21.4	18.1	26.9	33.6
IP TOTAL				
				+
CO - COORDINATION				
3. Research trends in business and industry	4.0	21.7	35.4	39.0
3a. Survey trends in business and industry	5.8	25.6	38.6	30.0
28. Conduct student follow-up studies	5.4	30.8	37.7	26.1
29. Conduct employer appreciation program	13.2	25.4	35.7	25.7
72. Construct procedure for	7.7	18.5	36.2	37.6

417

288
415

Percentages of Responses for Vocational Education
Teachers by Role Function Categories

2

em and Role Function Category	% Little or none	% some	% Con- siderable	% Great
CO - COORDINATION (Cont.)				
74. Identify entry level jobs in community	2.5	13.5	34.9	49.1
78. Establish job placement policy	5.2	12.9	36.2	45.8
82. Develop student training plans	5.9	23.9	30.1	40.1
82a. Facilitate school and employer training	8.6	21.6	36.1	33.8
83. Inform employer of student progress	12.5	25.5	33.2	28.8
84. Inform employers of responsibilities	11.2	15.3	32.8	40.7
123. Identify entry level jobs for special needs	15.8	17.8	28.2	38.2
CO TOTAL				
BF - BASIC EDUCATIONAL FOUNDA- TIONS/PREPARATION				
4a. Establish plan for professional development	2.2	23.2	44.9	29.7
II - IMPLEMENTING INSTRUCTION				
50. Give a lecture	1.8	21.4	39.5	37.3
51. Present demonstration	1.1	6.5	33.0	59.4
64. Operate A-V equipment	1.8	19.9	41.7	36.6
65. Implement team teaching	25.4	41.5	18.8	14.3
66. Stimulate learning thru brainstorming	13.1	39.1	32.1	15.7
II TOTAL				
420				

289

Percentages of Responses for Vocational Education
Teachers by Role Function Categories

Item and Role Function Category	% Little or none	% some	% Con- siderable	% Great
<u>II - IMPLEMENTING INSTRUCTION</u>				
(Cont.)				
67. Employ oral questioning techniques	1.8	11.9	41.2	45.1
69. Employ project method	4.4	20.9	38.8	35.9
II TOTAL				
<u>EA - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	2.9	20.6	44.8 +	31.8
13. Identify personality patterns	5.0	30.8	32.6 +	31.5
27. Organize program review and evaluation	10.2	39.6	33.8	16.4
33. Construct tests re: objectives	5.1	16.8	38.8	39.2
38. Administer diagnostic tests	10.2	28.1	34.3	27.4
59. Chart student progress	1.8	15.5	32.9	49.8
60. Identify emotional factors re: class	2.2	14.2	32.7	50.9
62. Determine effectiveness of instruction	0.0	3.6	31.5	64.9
73. Evaluate progress at training station	2.6	6.9	27.0	63.5
73a. Evaluate progress at learning center	3.3	10.0	28.9	57.8
88. Identify emotional factors re: reading	7.5	22.8	36.3	33.3
89. Identify intellectual factors re: reading	7.9	23.2	37.1	31.8
90. Assess student reading level	6.4	22.2	34.6	36.8
91. Diagnose reading problems	7.9	20.8	35.1	36.2
94. Assess comprehension of math	3.8	19.2	41.9	35.1
95. Devise alternative grading methods	7.5	32.1	34.7	25.7

290
422

Percentages of Responses for Vocational Education
Teachers by Role Function Categories

4

Items and Role Function Category	% Little or none	% some	% Con- siderable	% Great
EA - EVALUATION AND ASSESSMENT (Cont.)				
97. Evaluate student reading progress	8.0	29.5	36.7	25.8
98. Identify physical factors re: reading	8.3	28.0	35.6	28.0
99. Administer diagnostic reading tests	18.5	22.6	32.8	26.0
100. Diagnose reading difficulties	17.0	22.7	32.6	27.7
101. Identify educational factors re: reading	14.3	23.7	35.7	26.3
102. Interpret vocational interest tests	11.7	28.2	35.3	24.8
102a. Interpret psychological tests	18.9	34.5	28.0	18.6
102b. Interpret educational tests	13.2	34.3	31.3	21.1
111. Assess individual's ability to modify own behavior	2.6	15.8	42.6	38.9
115. Construct tests re: objectives for special needs	19.8	21.0	31.7	27.6
116. Give diagnostic tests to special needs students	22.4	18.3	30.7	28.6
125. Assess reading levels of special needs students	18.5	15.5	31.1	34.9
128. Assess ability of special needs students	18.2	14.8	30.9	36.0
132a. Assess psychomotor skills of special needs students	17.2	15.5	26.9	40.3
132b. Assess psychomotor skills of regular students	10.1	22.3	30.3	37.4

EA TOTAL

AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost	5.1	32.7	37.1	25.1
4. Establish plan for in-service	8.7	36.0	37.5	17.8
5. Assist students in scheduling	22.2	29.8	26.5	21.5
7. Organize advisory committee	6.9	19.9	36.6	36.6

423

42.1

29/

Percentages of Responses for Vocational Education
Teachers by Role Function Categories

5

Items and Role Function Category	% Little or none	% some	% Con- siderable	% Great
AS - ADMINISTRATION AND SUPERVISION				
(Cont.)				
17. Complete state reports	21.1	32.4	29.8	16.7
18. Identify government guidelines	16.4	31.3	31.6	20.7
19. Prepare a budget	9.8	26.8	32.2	31.2
22. Establish transportation procedures	32.8	27.0	22.3	17.9
			+	
45. Construct progress reporting system	2.2	14.8	39.0	44.0
75. Develop process for student selection	3.3	14.3	29.3	53.1
87. Inform school officials of responsibilities	16.9	22.1	28.5	32.6
			+	
110. Identify requirements of vocational programs	4.5	19.2	35.3	41.0
122. Develop methods for mainstreaming	19.9	20.3	24.9	34.9
AS TOTAL				
CG - COUNSELING AND GUIDANCE				
52. Conduct student conference	2.2	15.7	41.2	40.9
57. Moderate discussion re: sensitive issues	5.1	33.7	32.6	28.6
104. Identify drug abuse symptoms	2.6	17.0	31.7	48.7
105. Locate help for drug problems	6.8	15.5	31.4	46.2
106. Develop value clarification strategies	8.0	26.2	35.4	30.4
107. Demonstrate awareness of sound counseling	7.3	25.5	37.1	30.1
107a. Use sound counseling techniques	8.3	24.4	36.2	31.1
108. Inform students of scholarshipships	4.5	27.0	37.8	30.7
109. Conduct orientation for programs	3.8	20.5	37.9	37.9

Percentages of Responses for Vocational Education
Teachers by Role Function Categories

6

Items and Role Function Category	% Little or none	% some	% Con- siderable	% Great
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	9.1	27.2	35.5	28.3
129. Direct special needs students	18.6	21.2	28.8	31.4
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	13.0	34.4	32.6	19.9
26. Coordinate with law enforcement	45.8	27.3	18.1	8.9
76. Conduct home visitation	17.8	34.2	23.0	24.9
77. Conduct parent conference	2.5	25.5	38.9	33.1
80. Coordinate with participating schools	17.0	35.8	29.2	18.1
85. Inform parents of responsibilities	4.1	18.9	34.4	42.6
113a. Conduct parent conference re: special students	15.1	16.7	29.8	38.4
113b. Conduct parent conference re: regular students	6.1	26.8	32.9	34.1
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	4.0	21.9	33.5	40.6
20. Develop a filing system	5.1	18.5	37.0	39.5
21. Compile records	2.5	14.5	29.5	53.5
61. Develop attendance recording system	0.7	7.2	21.7	70.4

RA TOTAL

+

428

427

293

Percentages of Responses for Vocational Education
Teachers by Role Function Categories

7

Items and Role Function Category	% Little or none	% some	% Cont serable	% Great
CM - CLASSROOM MANAGEMENT				
53. Design classroom physical plan	8.1	33.5	30.1 ⁺	28.3
55. Develop storage system	4.3	24.9	32.1	38.6
56. Develop work area cleaning schedule	4.4	17.6	26.1	51.8
63. Utilize classroom facilities	0.7	5.4	31.2	62.7
CM TOTAL				
EX - EXTRACURRICULAR ACTIVITIES				
6. Organize club program	14.8	30.7	29.2 ⁺	25.3
PR - PUBLIC RELATIONS				
9. Develop presentation on philosophy and goals	8.6	34.5	34.5	22.3
11. Publicize program in school	2.2	23.1	34.3	40.4
12. Publicize program in community	2.2	18.1	35.7	44.0
81. Develop public relations literature	10.6	35.2	29.7	24.5
PR TOTAL				
UNIONS				
EA/IP - EVALUATION AND ASSESSMENT/ INSTRUCTIONAL PLANNING				
92. Prescribe remedial math	5.3	23.8	34.3	36.6
93. Prescribe remedial reading	6.9	21.8	37.4	34.0
126. Prescribe remedial math for special needs students	20.3	16.5	31.8	31.4
127. Prescribe remedial reading for special needs	19.6	15.7	32.3	32.3

EA/IP TOTAL 423

294
430

Percentages of Responses for Vocational Education
Teachers by Role Function Categories

Items and Role Function Category	% Little or none	% some	% Con- serable	% Great
<u>CM - CLASSROOM MANAGEMENT</u>				
53. Design classroom physical plan	8.1	33.5	30.1	28.3
55. Develop storage system	4.3	24.9	32.1	38.6
56. Develop work area cleaning schedule	4.4	17.6	26.1	51.8
63. Utilize classroom facilities	0.7	5.4	31.2	62.7
CM TOTAL				
<u>EX - EXTRACURRICULAR ACTIVITIES</u>				
6. Organize club program	14.8	30.7	29.2	25.3
<u>PR - PUBLIC RELATIONS</u>				
9. Develop presentation on philosophy and goals	8.6	34.5	34.5	22.3
11. Publicize program in school	2.2	23.1	34.3	40.4
12. Publicize program in community	2.2	18.1	35.7	44.0
81. Develop public relations literature	10.6	35.2	29.7	24.5
PR TOTAL				
<u>UNIONS</u>				
<u>EA/IP - EVALUATION AND ASSESSMENT/</u> <u>INSTRUCTIONAL PLANNING</u>				
92. Prescribe remedial math	5.3	23.8	34.3	36.6
93. Prescribe remedial reading	6.9	21.8	37.4*	34.0
126. Prescribe remedial math for special needs students	20.3	16.5	31.8	31.4
127. Prescribe remedial reading for special needs	19.6	15.7	32.3	32.3
EA/IP TOTAL				

432

431

295

Percentages of Responses for Vocational Education
Teachers by Role Function Categories

8

Items and Role Function Category	% Little or none	% some	% Con- siderable	% Great
<u>IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION</u>				
2. Implement program modifications	1.9	20.0	54.1	24.1
24. Arrange field experiences	5.4	31.3	38.1	25.2
35. Incorporate deductive thinking	5.3	20.9	36.1	37.6
36. Incorporate inductive thinking	6.5	24.0	34.4	35.1
39. Utilize diagnostic tests	11.3	26.9	36.7	25.1
40. Utilize A-V aids	0.7	17.3	38.3	43.7
42. Utilize achievement test results	10.5	40.4	32.4	16.7
46. Locate instructional materials	0.4	10.1	41.7	47.8
47. Select instructional materials	0.0	6.9	37.1	56.0
58. Prepare student activity schedule	7.3	21.1	38.5	33.1
70. Establish tutoring program	21.5	36.3	30.7	11.5
96. Incorporate world of work into math	5.3	17.4	35.1	42.3
114. Implement program modifications	17.6	18.4	33.1	31.0
119. Locate instructional materials for special needs	19.7	14.8	33.6	32.0
120. Select instructional materials for special needs	20.2	15.7	31.0	33.1
131. Adapt curriculum/instruction for special needs	20.2	21.8	23.9	34.0
IP/II TOTAL				
<u>II/CG - IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE</u>				
14. Adjust program to suit student personalities	10.8	21.9	36.0	31.3
68. Employ role-playing	9.1	31.6	34.5	24.7
71. Utilize problem-solving	1.8	27.2	39.5	31.5
II/CG TOTAL				

43.1

433

296

Percentages of Responses for Vocational Education
Teachers by Role Function Categories

9

Functions and Role Function Category	% Little or none	% some	% con- siderable	% Great
<u>4/II - CLASSROOM MANAGEMENT/ IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	2.2	13.9	33.6	50.4
<u>G/CL - COUNSELING AND GUIDANCE/ COLLABORATION AND LIAISON</u>				
86. Involve family	6.6	24.0	33.9	35.4
<u>S/CL - ADMINISTRATION AND SUPERVISION/ COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	8.9	32.5	33.2	25.5
<u>I/CG/IP - IMPLEMENTING INSTRUCTION/ COUNSELING AND GUIDANCE/ INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	21.6	15.8	32.0	30.7
118. Use achievement test results for special needs	20.7	20.3	27.8	31.1
<u>I/CL/IP TOTAL</u>				

435

436

297

Percentages of Responses for Vocational Education
Teachers by Role Function Categories

10

+

Items and Role Function Category	% Little or none	% some	% Con- siderable	% Great
IP/II/QM - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>				
54. Group students	3.3	24.7	34.5	37.5
			+	
CG/II/QM - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>				
103. Devise problem-solving techniques	4.5	24.2	43.8	27.5

436

298

437

Percentages of Responses for
T & I
by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
P - INSTRUCTIONAL PLANNING				
15. Identify resource people	2.5	26.5	38.9	32.1
16. Identify field trip sites	4.3	35.8	42.0	17.9
30. Develop local program objectives	3.7	22.1	38.0	36.2
31. Estimate time for unit	5.5	17.2	39.9	37.4
32. Develop unit plan	1.2	13.5	44.2	41.1
34. Organize career education unit	13.0	36.0	31.7	19.3
37. Write behavioral objectives	8.6	27.8	29.6	34.0
41. Incorporate business and industry	8.0	22.2	39.5	30.2
43. Develop course of study	2.5	14.7	33.1	49.7
44. Organize weekly plan	2.5	7.4	31.9	58.3
48. Contact reading resources	10.4	36.2	33.7	19.6
49. Construct lesson plan	0.6	9.8	19.5	70.1
121a. Develop VoEd materials for special needs	13.2	18.8	30.6	37.5
121b. Develop VoEd materials for regular students	2.8	14.5	36.6	46.2
124. Develop training plans for special needs	14.6	17.4	33.3	34.7
130. Develop IEPs	18.3	18.3	27.5	35.9
IP TOTAL				
				*
CO - COORDINATION				
3. Research trends in business and industry	4.3	23.5	35.8	36.4
3a. Survey trends in business and industry	5.6	28.4	38.3	27.8
28. Conduct student follow-up studies	6.2	29.2	40.4	24.2
29. Conduct employer appreciation program	13.8	25.8	34.6	25.8
72. Construct procedure for	6.8	16.1	36.0	41.0

299
440

Percentages of Responses for
T & I
by Role Function Categories

2

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>- COORDINATION (Cont.)</u>				
74. Identify entry level jobs in community	1.2	17.2	33.1	48.5
78. Establish job placement policy	4.4	12.6	34.6	48.4
82. Develop student training plans	3.1	20.1	30.8	45.9
2a. Facilitate school and employer training	8.9	23.6	30.6	36.9
83. Inform employer of student progress	11.9	23.3	32.7	32.1
84. Inform employers of responsibilities	12.7	13.9	29.1	44.3
23. Identify entry level jobs for special needs	13.9	16.0	31.3	38.9
TOTAL				
<u>- BASIC EDUCATIONAL FOUNDA- TIONS/PREPARATION</u>				
4a. Establish plan for professional development	0.6	23.0	39.1	37.3
<u>- IMPLEMENTING INSTRUCTION</u>				
50. Give a lecture	1.8	15.9	37.2	45.1
51. Present demonstration	1.2	6.1	25.8	66.9
64. Operate A-V equipment	0.6	16.0	40.5	42.9
65. Implement team teaching	23.0	38.5	20.5	18.0
66. Stimulate learning thru brainstorming	13.4	34.8	33.5	18.3

Percentages of Responses for
T & I
by Role Function Categories

3

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>- IMPLEMENTING INSTRUCTION</u>				
(Cont.)				
67. Employ oral questioning techniques	1.8	11.0	38.4	48.8
69. Employ project method	6.2	16.8	39.8	37.3
TOTAL				
<u>A - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	0.6	16.5	51.2	31.7
13. Identify personality patterns	4.3	26.2	37.8	31.7
27. Organize program review and evaluation	11.3	43.1	30.0	15.6
33. Construct tests re: objectives	7.4	14.2	40.1	38.3
38. Administer diagnostic tests	7.5	25.5	34.8	32.3
59. Chart student progress	1.8	9.8	30.5	57.9
60. Identify emotional factors re: class	1.2	14.8	32.1	51.9
62. Determine effectiveness of instruction	0.0	2.5	30.1	67.5
73. Evaluate progress at training station	1.9	6.8	27.8	63.6
73a. Evaluate progress at learning center	3.7	11.1	27.8	57.4
88. Identify emotional factors re: reading	5.6	23.0	36.6	34.8
89. Identify intellectual factors re: reading	8.1	21.3	36.2	34.4
90. Assess student reading level	5.6	20.0	33.7	40.6
91. Diagnose reading problems	8.9	17.7	32.3	41.1
94. Assess comprehension of math	4.5	19.7	35.7	40.1
95. Devise alternative grading methods	8.7	36.9	29.4	25.0

44.4

301

44.3

Percentages of Responses for
T & I
by Role Function Categories

4

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
A - EVALUATION AND ASSESSMENT (Cont.)				
97. Evaluate student reading progress	7.6	27.4	36.3	28.7
98. Identify physical factors re: reading	8.2	24.7	36.1	31.0
99. Administer diagnostic reading tests	16.5	22.2	30.4	31.0
100. Diagnose reading difficulties	15.3	19.7	32.5	32.5
101. Identify educational factors re: reading	12.1	21.0	38.2	28.7
102. Interpret vocational interest tests	8.9	28.7	33.8	28.7
102a. Interpret psychological tests	16.0	32.7	30.8	20.5
102b. Interpret educational tests	11.5	32.5	32.5	23.6
111. Assess individual's ability to modify own behavior	3.1	13.7	45.6	37.5
115. Construct tests re: objectives for special needs	17.9	20.7	33.1	28.3
116. Give diagnostic tests to special needs students	19.4	20.1	31.9	28.5
125. Assess reading levels of special needs students	16.8	14.0	32.9	36.4
128. Assess ability of special needs students	16.3	12.8	33.3	37.6
32a. Assess psychomotor skills of special needs students	16.1	14.7	29.4	39.9
32b. Assess psychomotor skills of regular students	9.2	20.6	31.2	39.0
A TOTAL				
	5.6	30.6	35.0	28.7
	6.9	33.7	36.9	22.5
	23.7	28.7	24.4	23.1
	8.7	16.8	37.9	36.6
S - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost				
4. Establish plan for in-service				
5. Assist students in scheduling				
7. Organize advisory committee				

302
4462

440

Percentages of Responses for
T & I
by Role Function Categories

5

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
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- ADMINISTRATION AND SUPERVISION

(Cont.)

17. Complete state reports	19.8	32.1	30.2	17.9
18. Identify government guidelines	17.9	26.5	29.6	25.9
19. Prepare a budget	6.8	22.8	33.3	37.0
22. Establish transportation procedures	30.8	26.4	20.8	22.0
45. Construct progress reporting system	1.8	15.2	40.9	42.1
75. Develop process for student selection	2.5	13.0	29.0	55.6
87. Inform school officials of responsibilities	15.9	22.3	25.5	36.3
10. Identify requirements of vocational programs	3.7	16.8	36.6	42.9
22. Develop methods for mainstreaming	16.0	22.9	25.0	36.1

TOTAL

- COUNSELING AND GUIDANCE

52. Conduct student conference	1.9	16.0	45.7	36.4
57. Moderate discussion re: sensitive issues	3.0	34.1	32.3	30.5
04. Identify drug abuse symptoms	1.9	13.5	29.5	55.1
05. Locate help for drug problems	5.8	14.8	27.7	51.6
06. Develop value clarification strategies	10.3	21.2	35.3	33.3
07. Demonstrate awareness of sound counseling	7.7	21.8	38.5	32.1
07a. Use sound counseling techniques	9.9	19.9	36.4	33.8
108. Inform students of scholarshipships	2.5	23.6	39.1	34.8
109. Conduct orientation for programs	3.8	18.9	39.0	38.4

445

447

303

Percentages of Responses for
T & I
by Role Function Categories

6

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>KG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	8.8	26.4	34.6	30.2
129. Direct special needs students	15.5	19.7	33.1	31.7
KG TOTAL				
<u>KL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	12.3	32.7	32.1	22.8
26. Coordinate with law enforcement	42.3	25.0	21.2	11.5
76. Conduct home visitation	19.1	34.4	24.2	22.3
77. Conduct parent conference	1.9	26.7	36.6	34.8
80. Coordinate with participating schools	16.4	35.2	27.7	20.8
85. Inform parents of responsibilities	4.4	17.1	31.0	47.5
113a. Conduct parent conference re: special students	12.2	17.7	33.3	36.7
113b. Conduct parent conference re: regular students	2.7	28.6	36.1	32.7
KL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	3.7	22.7	33.1	40.5
20. Develop a filing system	1.8	17.2	37.4	43.6
21. Compile records	0.6	14.8	31.5	53.1
61. Develop attendance recording system	0.0	6.1	21.3	72.6
RA TOTAL				

450

304

443

Percentages of Responses for
T & I
by Role Function Responses

7

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CLASSROOM MANAGEMENT</u>				
53. Design classroom physical plan	8.1	31.7	26.7	33.5
55. Develop storage system	3.0	18.9	33.5	44.5
56. Develop work area cleaning schedule	2.5	10.7	23.3	63.5
63. Utilize classroom facilities	0.6	3.7	29.3	66.5
TOTAL				
<u>EXTRACURRICULAR ACTIVITIES</u>				
6. Organize club program	21.0	34.0	23.5	+ 21.6
<u>PUBLIC RELATIONS</u>				
9. Develop presentation on philosophy and goals	6.1	36.2	32.5	25.2
11. Publicize program in school	2.4	23.8	32.9	40.9
12. Publicize program in community	2.5	17.9	29.6	50.0
81. Develop public relations literature	12.5	31.9	30.0	25.6
R TOTAL				
<u>EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING</u>				
92. Prescribe remedial math	5.1	23.4	30.4	41.1
93. Prescribe remedial reading	7.0	20.3	34.8	38.0
126. Prescribe remedial math for special needs students	16.3	16.3	35.5	31.9
127. Prescribe remedial reading for special needs	16.4	15.7	35.7	32.1
A/IP TOTAL				+

A/IP TOTAL

451

452

305

Percentages of Responses for
T & I
by Role Function Categories

8

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
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IP/II - INSTRUCTIONAL PLANNING/
IMPLEMENTING INSTRUCTION

2. Implement program modifications	3.2	19.6	56.3	20.9
24. Arrange field experiences	6.7	30.7	38.0	24.5
35. Incorporate deductive thinking	7.2	19.6	35.9	37.3
36. Incorporate inductive thinking	8.3	23.1	34.0	34.6
39. Utilize diagnostic tests	9.9	24.7	35.8	29.6
40. Utilize A-V aids	0.0	14.1	35.0	50.9
42. Utilize achievement test results	6.2	40.7	31.5	21.6
46. Locate instructional materials	0.6	10.4	39.6	49.4
47. Select instructional materials	0.0	8.0	36.2	55.8
58. Prepare student activity schedule	8.6	20.2	36.2	35.0
70. Establish tutoring program	18.9	35.2	33.3	12.6
96. Incorporate world of work into math	5.7	15.3	30.6	48.4
114. Implement program modifications	15.6	19.0	36.7	28.6
119. Locate instructional materials for special needs	17.2	14.5	35.2	33.1
120. Select instructional materials for special needs	18.1	14.6	34.7	32.6
131. Adapt curriculum/instruction for special needs	19.0	19.7	26.1	35.2

IP/II TOTAL

II/CG - IMPLEMENTING INSTRUCTIONAL/
COUNSELING AND GUIDANCE

14. Adjust program to suit student personalities	12.9	21.5	34.4	31.3
68. Employ role-playing	13.5	24.5	35.0	27.0
71. Utilize problem-solving	2.4	22.6	38.4	36.6

II/CG TOTAL

45.1

45.3

306

Percentages of Responses for
T & I
by Role Function Categories

9

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
M/II - CLASSROOM MANAGEMENT/ IMPLEMENTING INSTRUCTION				
23. Develop reinforcement techniques	2.5	15.5	32.9	49.1
CG/CL - COUNSELING AND GUIDANCE/ COLLABORATION AND LIAISON				
86. Involve family	8.8	19.5	32.7	39.0
AS/CL - ADMINISTRATION AND SUPERVISION/ COLLABORATION AND LIAISON				
79. Conduct teacher conferences	9.4	30.0	34.4	26.2
II/CG/IP - IMPLEMENTING INSTRUCTION/ COUNSELING AND GUIDANCE/ INSTRUCTIONAL PLANNING				
117. Use diagnostic test results for special needs	20.8	13.9	34.0	31.3
118. Use achievement test results for special needs	20.1	18.8	29.2	31.9
II/CG/IP TOTAL				

+

456

455

307

Percentages of Responses for
T & I
by Role Function Categories

10

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
II/CM - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT				+
34. Group students	4.3	20.9	31.9	42.9
II/CM - COUNSELING AND GUIDANCE/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT				
103. Devise problem-solving techniques	5.1	20.3	45.6	29.1

457

453

308

Percentages of Responses for
Agriculture by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>IP - INSTRUCTIONAL PLANNING</u>				
15. Identify resource people	4.5	22.7	54.5	18.2
16. Identify field trip sites	4.8	42.9	33.3	19.0
30. Develop local program objectives	9.1	18.2	45.5	27.3
31. Estimate time for unit	4.5	22.7	50.0	22.7
32. Develop unit plan	4.5	4.5	63.6	27.3
34. Organize career education unit	4.5	59.1	9.1	27.3
37. Write behavioral objectives	18.2	50.0	22.7	9.1
41. Incorporate business and industry	0.0	27.3	40.9	31.8
43. Develop course of study	13.6	13.6	45.5	27.3
44. Organize weekly plan	5.0	15.0	40.0	40.0
48. Contact reading resources	10.0	35.0	50.0	5.0
49. Construct lesson plan	0.0	0.0	65.0	35.0
121a. Develop VoEd materials for special needs	16.7	11.1	44.4	27.8
121b. Develop VoEd materials for regular students	0.0	26.3	42.1	31.6
124. Develop training plans for special needs	21.1	10.5	52.6	15.8
130. Develop IEPs	21.1	15.8	47.4	15.8
IP TOTAL				
	4.5	22.7	54.5	18.2
<u>CO - COORDINATION</u>				
3. Research trends in business and industry	4.5	27.3	45.5	22.7
3a. Survey trends in business and industry	4.5	40.9	36.4	18.2
28. Conduct student follow-up studies	4.8	14.3	57.1	23.8
29. Conduct employer appreciation program	5.3	21.1	47.4	26.3
				460

309

Percentages of Responses for
Agriculture by Role Function Categories

-2-

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CO - COORDINATION (Cont.)</u>				
74. Identify entry level jobs in community	0.0	5.0	60.0	35.0
78. Establish job placement policy	0.0	9.1	50.0	40.9
82. Develop student training plans	4.5	22.7	31.8	40.9
82a. Facilitate school and employer training	0.0	18.2	63.6	18.2
83. Inform employer of student progress	4.5	36.4	40.9	18.2
84. Inform employers of responsibilities	4.5	13.6	54.5 ⁺	27.3
123. Identify entry level jobs for special needs	21.1	10.5	47.4	21.1
CO TOTAL				
BF - BASIC EDUCATIONAL FOUNDA- TIONS/PREPARATION				
4a. Establish plan for professional development	4.5	36.4	45.5	13.6
II - IMPLEMENTING INSTRUCTION				
50. Give a lecture	5.3	36.8	31.6 ⁺	26.3
51. Present demonstration	0.0	0.0	55.0	45.0
64. Operate A-V equipment	0.0	15.0	50.0	35.0
65. Implement team teaching	20.0	35.0	15.0	30.0
66. Stimulate learning thru brainstorming	15.0	30.0	50.0	5.0

310

462

461

Percentages of Responses for
Agriculture by Role Function Categories

-3-

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>II - IMPLEMENTING INSTRUCTION</u>				
(Cont.)				
67. Employ oral questioning techniques	0.0	15.0	45.0	40.0
69. Employ project method	0.0	30.0	30.0	40.0
<u>II TOTAL</u>				
<u>EA - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	4.5	31.8	31.8	31.8
13. Identify personality patterns	4.5	40.9	18.2	36.4
27. Organize program review and evaluation	9.1	31.8	45.5	13.6
33. Construct tests re: objectives	0.0	22.7	54.5	22.7
38. Administer diagnostic tests	13.6	31.8	31.8	22.7
59. Chart student progress	0.0	50.0	35.0	15.0
60. Identify emotional factors re: class	10.0	25.0	25.0	40.0
62. Determine effectiveness of instruction	0.0	0.0	60.0	40.0
73. Evaluate progress at training station	0.0	0.0	55.0	45.0
73a. Evaluate progress at learning center	0.0	0.0	60.0	40.0
88. Identify emotional factors re: reading	4.8	33.3	38.1	23.8
89. Identify intellectual factors re: reading	4.8	38.1	33.3	23.8
90. Assess student reading level	9.5	33.3	33.3	23.8
91. Diagnose reading problems	9.5	28.6	38.1	23.8
94. Assess comprehension of math	0.0	20.0	60.0	20.0
95. Devise alternative grading methods	5.0	30.0	50.0	15.0

31/46.1

Percentages of Responses for
Agriculture by Role Function Categories

-4-

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>EA - EVALUATION AND ASSESSMENT</u>				
(Cont.)				
97. Evaluate student reading progress	10.0	35.0	30.0	25.0
98. Identify physical factors re: reading	10.0	25.0	40.0	25.0
99. Administer diagnostic reading tests	20.0	15.0	40.0	25.0
100. Diagnose reading difficulties	15.0	25.0	35.0	25.0
101. Identify educational factors re: reading	9.5	23.8	42.9	23.8
102. Interpret vocational interest tests	14.3	28.6	38.1	19.0
102a. Interpret psychological tests	15.0	40.0	20.0	25.0
102b. Interpret educational tests	10.0	35.0	30.0	25.0
111. Assess individual's ability to modify own behavior	4.8	14.3	57.1	23.8
115. Construct tests re: objectives for special needs	20.0	20.0	50.0	10.0
116. Give diagnostic tests to special needs students	20.0	15.0	50.0	15.0
125. Assess reading levels of special needs students	21.1	21.1	21.1	36.8
128. Assess ability of special needs students	21.1	15.8	26.3	36.8
132a. Assess psychomotor skills of special needs students	21.1	10.5	42.1	26.3
132b. Assess psychomotor skills of regular students	5.3	26.3	42.1	26.3
EA TOTAL	0.0	18.2	59.1	22.7
AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost	4.5	50.0	36.4	9.1
4. Establish plan for in-service	13.6	13.6	54.5	18.2
5. Assist students in scheduling	0.0	18.2	45.5	36.4
7. Organize advisory committee				18.2

312
466

465

Percentages of Responses for
Agriculture by Role Function Categories

-5-

Item	and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>AS - ADMINISTRATION AND SUPERVISION</u>					
(Cont.)					
17.	Complete state reports	22.7	40.9	22.7	13.6
18.	Identify government guidelines	9.1	50.0	27.3	13.6
19.	Prepare a budget	13.6	18.2	36.4	31.8
22.	Establish transportation procedures	18.2	31.8	36.4	13.6
45.	Construct progress reporting system	0.0	20.0	45.0	35.0
75.	Develop process for student selection	5.0	15.0	55.0	25.0
87.	Inform school officials of responsibilities	23.8	14.3	47.6	14.3
110.	Identify requirements of vocational programs	4.8	14.3	52.4	28.6
122.	Develop methods for mainstream- ing	26.3	15.8	36.8	21.1
AS TOTAL					
<u>CG - COUNSELING AND GUIDANCE</u>					
52.	Conduct student conference	0.0	20.0	50.0	30.0
57.	Moderate discussion re: sensitive issues	20.0	30.0	15.0	35.0
104.	Identify drug abuse symptoms	4.8	9.5	47.6	38.1
105.	Locate help for drug problems	9.5	9.5	47.6	33.3
106.	Develop value clarification strategies	10.0	25.0	30.0	35.0
107.	Demonstrate awareness of sound counseling	10.0	20.0	55.0	15.0
107a.	Use sound counseling techniques	10.0	20.0	55.0	15.0
108.	Inform students of scholar- ships	9.5	23.8	57.1	9.5
109.	Conduct orientation for programs	5.0	10.0	60.0	25.0
					3133 463

Percentages of Responses for
Agriculture by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	4.8	28.6	57.4	14.3
129. Direct special needs students	21.1	21.1	36.8	21.1
CG TOTAL				
CL - <u>COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	13.6	36.4	27.3	22.7
26. Coordinate with law enforcement	36.4	36.4	13.6	13.6
76. Conduct home visitation	0.0	22.7	31.8	45.5
77. Conduct parent conference	9.1	31.8	27.3	31.8
80. Coordinate with participating schools	18.2	36.4	36.4	9.1
85. Inform parents of responsibilities	4.5	13.6	59.1	22.7
113a. Conduct parent conference re: special students	25.0	15.0	40.0	20.0
113b. Conduct parent conference re: regular students	20.0	25.0	40.0	15.0
CL TOTAL				
RA - <u>RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	4.5	13.6	40.9	40.9
20. Develop a filing system	0.0	22.7	40.9	36.4
21. Compile records	4.5	18.2	27.3	50.0
61. Develop attendance recording system	5.0	15.0	25.0	55.0
RA TOTAL				

RA TOTAL

470

314

463

Percentages of Responses for
Agriculture by Role Function Categories

-7-

Item. and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CM - CLASSROOM MANAGEMENT</u>				
53. Design classroom physical plan	15.0	45.0	30.0	10.0
55. Develop storage system	0.0	40.0	30.0	30.0
56. Develop work area cleaning schedule	5.0	25.0	25.0	45.0
63. Utilize classroom facilities	0.0	15.0	60.0	25.0
CM TOTAL				
<u>EX - EXTRACURRICULAR ACTIVITIES</u>				
6. Organize club program	4.5	27.3	45.5	22.7
<u>PR - PUBLIC RELATIONS</u>				
9. Develop presentation on philosophy and goals	18.2	40.9	31.8	9.1
11. Publicize program in school	0.0	33.3	28.6	38.1
12. Publicize program in community	0.0	22.7	22.7	54.5
81. Develop public relations literature	4.5	45.5	27.3	22.7
PR TOTAL				
<u>UNIONS</u>				
<u>EA/IP - EVALUATION AND ASSESSMENT/ INSTRUCTIONAL PLANNING</u>				
92. Prescribe remedial math	0.0	25.0	50.0	25.0
93. Prescribe remedial reading	5.0	20.0	50.0	25.0
126. Prescribe remedial math for special needs students	26.3	15.8	26.3	31.6
127. Prescribe remedial reading for special needs	26.3	15.8	21.1	36.8
EA/IP TOTAL				

472

316

Percentages of Responses for
Agriculture by Role Function Categories

-8-

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION				
2. Implement program modifications	0.0	18.2	54.5	27.3
24. Arrange field experiences	0.0	31.8	45.5	22.7
35. Incorporate deductive thinking	0.0	27.3	50.0	22.7
36. Incorporate inductive thinking	5.0	30.0	50.0	15.0
39. Utilize diagnostic tests	9.1	31.8	31.8	27.3
40. Utilize A-V aids	0.0	13.6	54.5	31.8
42. Utilize achievement test	18.2	36.4	36.4	9.1
46. Locate instructional materials	0.0	15.0	55.0	30.0
47. Select instructional materials	0.0	10.0	40.0	50.0
58. Prepare student activity schedule	0.0	15.0	55.0	30.0
70. Establish tutoring program	31.6	31.6	26.3	10.5
96. Incorporate world of work into math	0.0	25.0	40.0	35.0
114. Implement program modifications	25.0	5.0	50.0	20.0
119. Locate instructional materials for special needs	20.0	15.0	45.0	20.0
120. Select instructional materials for special needs	20.0	15.0	40.0	25.0
131. Adapt curriculum/instruction for special needs	21.1	26.3	31.6	21.1
IP/II TOTAL				
II/CG - IMPLEMENTING INSTRUCTION/ COUNSELING AND GUIDANCE				
14. Adjust program to suit student personalities	0.0	18.2	40.9	40.9
68. Employ role-playing	5.0	50.0	30.0	15.0
71. Utilize problem-solving	0.0	25.0	35.0	40.0
II/CG TOTAL				

3/4

47.1

473

Percentages of Responses for
Agriculture by Role Function Categories

-9-

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>II/II - CLASSROOM MANAGEMENT/ IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	0.0	25.0	45.0	30.0
<u>CG/CL - COUNSELING AND GUIDANCE/ COLLABORATION AND LIAISON</u>				
86. Involve family	13.6	27.3	36.4	22.7
<u>AS/CL - ADMINISTRATION AND SUPERVISION/ COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	18.2	36.4	18.2	27.3
<u>II/CG/IP - IMPLEMENTING INSTRUCTION/ COUNSELING AND GUIDANCE/ INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	20.0	20.0	50.0	10.0
118. Use achievement test results for special needs	20.0	30.0	40.0	10.0
II/CL/IP TOTAL				

475

476

317

Percentages of Responses for
Agriculture by Role Function Categories

-10-

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
P/II/Q1 - <u>INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT</u>	0.0	35.0	40.0	25.0
54. Group students				
G/II/Q1 - <u>COUNSELING AND GUIDANCE/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT</u>				
103. Devise problem-solving techniques	4.8	9.5	52.4	33.3

473

319

477

IP TOTAL

3.5	15.8	31.6	49.1
5.3	17.5	31.6	45.6
7.0	26.3	38.6	28.1
19.6	28.6	28.6 +	23.2
7.3	25.5	34.5	32.7

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319
450

Percentages of Responses for
BOE by Role Function Categories

2

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
CO - COORDINATION (Cont.)				
74. Identify entry level jobs in community	5.4	12.5	30.4 ⁺	51.8
78. Establish job placement policy	7.3	23.6	34.5	34.5
82. Develop student training plans	8.9	30.4	32.1 ⁺	28.6
82a. Facilitate school and employer training	10.9	23.6	40.0	25.5
83. Inform employer of student progress	16.4	30.9	32.7	20.0
84. Inform employers of responsibilities	11.3	26.4	28.3	34.0
123. Identify entry level jobs for special needs	23.9	23.9	19.6	32.6

CO TOTAL

BF - BASIC EDUCATIONAL FOUNDA-
TIONS/PREPARATION

4a. Establish plan for
professional development

56.1 14.0

II - IMPLEMENTING INSTRUCTION

50. Give a lecture
51. Present demonstration
64. Operate A-V equipment
65. Implement team teaching
66. Stimulate learning thru
brainstorming

0.0 26.3 47.4 26.3
0.0 12.3 36.8 50.9
5.3 31.6 43.9 19.3
35.1 45.6 14.0 5.3
17.9 50.0 21.4 10.7

481

482

320

Percentages of Responses for
BOE by Role Function Categories

3

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
II - IMPLEMENTING INSTRUCTION				
(Cont.)				
67. Employ oral questioning techniques	3.5	19.3	42.1	35.1
69. Employ project method	3.6	32.1	33.9	30.4
II TOTAL				
EA - EVALUATION AND ASSESSMENT				
10. Identify learning disabilities	8.9	32.1	37.5	21.4
13. Identify personality patterns	5.3	42.1	26.3	26.3
27. Organize program review and evaluation	10.5	33.3	42.1	14.0
33. Construct tests re: objectives	0.0	27.8	33.3	38.9
38. Administer diagnostic tests	12.7	29.1	34.5	23.6
59. Chart student progress	1.8	21.1	36.8	40.4
60. Identify emotional factors re: class	1.8	15.8	42.1	40.4
62. Determine effectiveness of instruction	0.0	5.3	29.8	64.9
73. Evaluate progress at training station	3.6	14.3	28.6	53.6
73a. Evaluate progress at learning center	3.6	12.7	27.3	56.4
88. Identify emotional factors re: reading	18.0	22.0	32.0	28.0
89. Identify intellectual factors re: reading	11.8	27.5	37.3	23.5
90. Assess student reading level	8.0	22.0	34.0	36.0
91. Diagnose reading problems	7.8	21.6	39.2	31.4
94. Assess comprehension of math	3.8	22.6	41.5	32.1
95. Devise alternative grading methods	0.0	28.3	45.3	26.4

Percentages of Responses for
BOE by Role Function Categories

Items and Role Function Category	% Little or none	% Some	% Consider- able	% Great
EA - EVALUATION AND ASSESSMENT (Cont.)				
97. Evaluate student reading progress	9.6	34.6	32.7	23.1
98. Identify physical factors re: reading	7.8	39.2	31.4	21.6
99. Administer diagnostic reading tests	17.3	32.7	30.8	19.2
100. Diagnose reading difficulties	19.2	30.8	30.8	19.2
101. Identify educational factors re: reading	18.9	30.2	28.3	22.6
102. Interpret vocational interest tests	20.8	24.5	35.8	18.9
102a. Interpret psychological tests	30.2	35.8	24.5	9.4
102b. Interpret educational tests	20.8	37.7	26.4	15.1
111. Assess individual's ability to modify own behavior	0.0	24.0	36.0	40.0
115. Construct tests re: objectives for special needs	26.1	17.4	21.7	34.8
116. Give diagnostic tests to special needs students	26.7	20.0	17.8	35.6
125. Assess reading levels of special needs students	24.4	17.8	28.9	28.9
128. Assess ability of special needs students	24.4	17.8	33.3	24.4
132a. Assess psychomotor skills of special needs students	20.5	15.9	25.0	38.6
132b. Assess psychomotor skills of regular students	15.6	20.0	35.6	28.9
EA TOTAL				
AS - ADMINISTRATION AND SUPERVISION	5.3	38.6	33.3	22.8
1. Estimate materials' cost	12.3	38.6	38.6	10.5
4. Establish plan for in-service	22.8	31.6	26.3	19.3
5. Assist students in scheduling	5.3	22.8	33.3	38.6
7. Organize advisory committee				

Percentages of Responses for
BOE by Role Function Categories

Items and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				
17. Complete state reports	23.6	32.7	29.1	14.5
18. Identify government guidelines	20.0	32.7	38.2	9.1
19. Prepare a budget	19.6	33.9	25.0	21.4
22. Establish transportation procedures	50.9	26.3	14.0	8.8
45. Construct progress reporting system	1.8	12.3	36.8	49.1
75. Develop process for student selection	5.4	17.9	21.4	55.4
87. Inform school officials of responsibilities	14.8	27.8	29.6	27.8
110. Identify requirements of vocational programs	6.0	24.0	28.0	42.0
122. Develop methods for mainstream- ing	28.3	19.6	23.9	28.3
AS TOTAL				
<u>CG - COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	3.5	19.3	35.1	42.1
57. Moderate discussion re: sensitive issues	1.8	47.4	31.6	19.3
104. Identify drug abuse symptoms	3.8	26.4	35.8	34.0
105. Locate help for drug problems	9.4	18.9	37.7	34.0
106. Develop value clarification strategies	3.8	44.2	34.6	17.3
107. Demonstrate awareness of sound counseling	8.2	38.8	20.4	32.7
107a. Use sound counseling techniques	8.0	36.0	28.0	28.0
108. Inform students of scholar- ships	9.8	37.3	29.4	23.5
109. Conduct orientation for programs	3.9	21.6	35.3	39.2
				485
				323
				487

Percentages of Responses for
BOE by Role Function Categories

Items and Role Function Category	% Little or none	% Some	% Consider- able +	% Great
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	9.8	23.5	35.3	31.4
129. Direct special needs students	26.7	26.7	17.8	28.9
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	14.0	38.6	31.6	15.8
26. Coordinate with law enforcement	56.1	31.6	10.5	1.8
76. Conduct home visitation	25.0	39.3	19.6	16.1
77. Conduct parent conference	1.8	26.8	46.4	25.0
80. Coordinate with participating schools	20.0	38.2	27.3	14.5
85. Inform parents of responsibilities	5.5	30.9	30.9	32.7
113a. Conduct parent conference re: special students	21.3	17.0	21.3	40.4
113b. Conduct parent conference re: regular students	8.3	31.3	27.1	33.3
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	7.0	28.1	36.8	28.1
20. Develop a filing system	17.9	21.4	33.9	26.8
21. Compile records	7.1	17.9	23.2	51.8
61. Develop attendance recording system	1.8	7.0	19.3	71.9

RA TOTAL

489

490

324

Percentages of Responses for
BOE by Role Function Categories

7

Items and Role Function Category	% Little or none	% Some	% Consider- able	% Great
CM - CLASSROOM MANAGEMENT				
53. Design classroom physical plan	5.3	40.4	33.3	21.1
55. Develop storage system	8.8	36.8	28.1	26.3
56. Develop work area cleaning schedule	5.3	31.6	35.1	28.1
63. Utilize classroom facilities	1.8	7.0	22.8	68.4
CM TOTAL				
EX - EXTRACURRICULAR ACTIVITIES				
6. Organize club program	3.5	29.8	36.8	29.8
PR - PUBLIC RELATIONS				
9. Develop presentation on philosophy and goals	8.8	35.1	38.6	17.5
11. Publicize program in school	1.8	23.2	37.5	37.5
12. Publicize program in community	1.8	19.3	47.4	31.6
81. Develop public relations literature	7.1	42.9	33.9	16.1
PR TOTAL				
UNIONS				
EA/IP - EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING				
92. Prescribe remedial math	7.7	28.8	32.7	30.8
93. Prescribe remedial reading	12.0	24.0	34.0	30.0
126. Prescribe remedial math for special needs students	28.9	17.8	28.9 *	24.4.
127. Prescribe remedial reading for special needs	26.7	15.6	28.9	28.9

EA/IP TOTAL

491

492

335

Percentages of Responses for
BOE by Role Function Categories

Items and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP/II - INSTRUCTIONAL PLANNING/ <u>IMPLEMENTING INSTRUCTION</u>				
2. Implement program modifications	0.0	21.4	51.8	26.8
24. Arrange field experiences	5.3	42.1	35.1	17.5
35. Incorporate deductive thinking	1.8	25.5	34.5	38.2
36. Incorporate inductive thinking	1.9	27.8	33.3	37.0
39. Utilize diagnostic tests	12.5	25.0	41.1	21.4
40. Utilize A-V aids	0.0	37.5	37.5	25.0
42. Utilize achievement test results	16.4	40.0	32.7	10.9
46. Locate instructional materials	0.0	14.3	37.5	48.2
47. Select instructional materials	0.0	7.1	35.7	57.1
58. Prepare student activity schedule	7.0	31.6	40.4	21.1
70. Establish tutoring program	24.6	42.1	26.3	7.0
96. Incorporate world of work into math	3.8	24.5	39.6	32.1
114. Implement program modifications	21.7	19.6	19.6	39.1
119. Locate instructional materials for special needs	27.7	12.8	27.7	31.9
120. Select instructional materials for special needs	27.7	17.0	21.3	34.0
131. Adapt curriculum/instruction for special needs	28.9	22.2	17.8	31.1

IP/II TOTAL

II/CG - <u>IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE</u>				
14. Adjust program to suit student personalities	12.3	29.8	36.8	21.1
68. Employ role-playing	3.5	45.6	35.1	15.8
71. Utilize problem-solving	1.8	39.3	46.4	12.5

II/CG TOTAL

49.4

493

326

Percentages of Responses for
BOE by Role Function Categories

Items and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CM/II - CLASSROOM MANAGEMENT/</u> <u>IMPLEMENTING INSTRUCTION</u> 23. Develop reinforcement techniques	1.8	10.5	40.4	47.4
<u>CG/CL - COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u> 86. Involve family	1.8	38.2	32.7	27.3
<u>AS/CL - ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u> 79. Conduct teacher conferences	9.3	42.6	29.6	18.5
<u>II/CG/IP - IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u> 117. Use diagnostic test results for special needs 118. Use achievement test results for special needs	26.7 28.9	22.2 22.2	20.0 17.8	31.1 31.1
II/CL/IP TOTAL			+	+

Percentages of Responses for
BOE by Role Function Categories

Items and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP/II/QM - <u>INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT</u>	3.6	32.1	37.5	26.8
54. Group students				
CG/II/QM - <u>COUNSELING AND GUIDANCE/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT</u>	3.9	41.2	39.2	15.7
103. Devise problem-solving techniques				

Percentages of Responses for
DE by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	0.0	40.0	30.0	30.0
16. Identify field trip sites	0.0	60.0	20.0	20.0
30. Develop local program	0.0	10.0	50.0	40.0
31. Estimate time for unit objectives	0.0	20.0	60.0	20.0
32. Develop unit plan	0.0	10.0	50.0	40.0
34. Organize career education	0.0	30.0	60.0	10.0
37. Write behavioral objectives unit	0.0	40.0	50.0	10.0
41. Incorporate business and industry	11.1	44.4	33.3	11.1
43. Develop course of study	0.0	30.0	40.0	30.0
44. Organize weekly plan	0.0	0.0	60.0	40.0
48. Contact reading resources	10.0	60.0	10.0	20.0
49. Construct lesson plan	0.0	20.0	40.0	40.0
121a. Develop VoEd materials for special needs	22.2	11.1	22.2	44.4
121b. Develop VoEd materials for regular students	11.1	0.0	22.2	66.7
124. Develop training plans for special needs	11.1	33.3	22.2	33.3
130. Develop IEPs	22.2	22.2	11.1	44.4
IP TOTAL				
	0.0	0.0	30.0	70.0
CO - COORDINATION				
3. Research trends in business and industry	10.0	20.0	50.0	20.0
3a. Survey trends in business and industry	0.0	50.0	30.0	20.0
28. Conduct student follow-up studies	0.0	30.0	30.0	40.0
29. Conduct employer appreciation program	0.0	30.0	40.0	30.0
72. Construct procedure for job relocation	0.0	30.0	40.0	30.0

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Percentages of Responses for
DE by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
CO - COORDINATION (Cont.)				
74. Identify entry level jobs in community	10.0	0.0	30.0	60.0
78. Establish job placement policy	0.0	0.0	40.0	60.0
82. Develop student training plans	10.0	50.0	20.0	20.0
82a. Facilitate school and employer training	0.0	20.0	50.0	30.0
83. Inform employer of student progress	20.0	20.0	30.0	30.0
84. Inform employers of responsibilities	0.0	0.0	60.0	40.0
123. Identify entry level jobs for special needs	11.1	22.2	22.2	44.4
CO TOTAL				
BF - BASIC EDUCATIONAL FOUNDA- TIONS/PREPARATION				
4a. Establish plan for professional development	10.0	20.0	40.0	30.0
II - IMPLEMENTING INSTRUCTION				
50. Give a lecture	0.0	30.0	60.0	10.0
51. Present demonstration	0.0	0.0	80.0	20.0
64. Operate A-V equipment	10.0	20.0	40.0	30.0
65. Implement team teaching	30.0	40.0	30.0	0.0
66. Stimulate learning thru brainstorming	0.0	50.0	30.0	20.0

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Percentages of Responses for
DE by Role Function Categories

3

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
II - IMPLEMENTING INSTRUCTION				
(Cont.)				
67. Employ oral questioning techniques	0.0	0.0	70.0	30.0
69. Employ project method	0.0	30.0	60.0	10.0
II TOTAL				
EA - EVALUATION AND ASSESSMENT				
10. Identify learning disabilities	10.0	30.0	20.0	40.0
13. Identify personality patterns	10.0	30.0	10.0	50.0
27. Organize program review and evaluation	0.0	60.0	20.0	20.0
33. Construct tests re: objectives	10.0	0.0	20.0	70.0
38. Administer diagnostic tests	30.0	50.0	20.0	0.0
59. Chart student progress	10.0	20.0	40.0	30.0
60. Identify emotional factors re: class	10.0	10.0	20.0	60.0
62. Determine effectiveness of instruction	0.0	20.0	30.0	50.0
73. Evaluate progress at training station	0.0	0.0	10.0	90.0
73a. Evaluate progress at learning center	0.0	0.0	37.5 +	62.5
88. Identify emotional factors re: reading	0.0	30.0	40.0	30.0
89. Identify intellectual factors re: reading	0.0	30.0	40.0	30.0
90. Assess student reading level	0.0	60.0	30.0	10.0
91. Diagnose reading problems	10.0	50.0	30.0	10.0
94. Assess comprehension of math	0.0	30.0	40.0	30.0
95. Devise alternative grading methods	40.0	10.0	30.0	20.0

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503

Percentages of Responses for
DE by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>EA - EVALUATION AND ASSESSMENT</u> (Cont.)				
97. Evaluate student reading progress	10.0	50.0	30.0	10.0
98. Identify physical factors re: reading	30.0	30.0	30.0	10.0
99. Administer diagnostic reading tests	60.0	0.0	30.0	10.0
100. Diagnose reading difficulties	40.0	20.0	30.0	10.0
101. Identify educational factors re: reading	30.0	30.0	30.0	10.0
102. Interpret vocational interest tests	10.0	20.0	50.0	20.0
102a. Interpret psychological tests	20.0	40.0	20.0	20.0
102b. Interpret educational tests	10.0	40.0	40.0	10.0
111. Assess individual's ability to modify own behavior	10.0	20.0	30.0	40.0
115. Construct tests re: objectives for special needs	22.2	22.2	33.3	22.2
116. Give diagnostic tests to special needs students	22.2	11.1	44.4	22.2
125. Assess reading levels of special needs students	11.1	11.1	44.4	33.3
128. Assess ability of special needs students	22.2	11.1	33.3	33.3
132a. Assess psychomotor skills of special needs students	11.1	22.2	22.2	44.4
132b. Assess psychomotor skills of regular students	11.1	22.2	22.2	44.4
EA TOTAL				
AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost	10.0	60.0	30.0	0.0
4. Establish plan for in-service	10.0	40.0	50.0	0.0
5. Assist students in scheduling	20.0	40.0	0.0	40.0
7. Organize advisory committee	10.0	40.0	30.0	20.0

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2506

Percentages of Responses for
DE by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				
17. Complete state reports	20.0	30.0	20.0	30.0
18. Identify government guidelines	0.0	40.0	30.0	30.0
19. Prepare a budget	10.0	60.0	10.0	20.0
22. Establish transportation procedures	0.0	20.0	60.0	20.0
45. Construct progress reporting system	10.0	20.0	30.0	40.0
75. Develop process for student selection	0.0	10.0	10.0	80.0
87. Inform school officials of responsibilities	10.0	20.0	30.0	40.0
110. Identify requirements of vocational programs	10.0	20.0	20.0	50.0
122. Develop methods for mainstream- ing	11.1	22.2	33.3	33.3
AS TOTAL				
<u>CG - COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	10.0	0.0	20.0	70.0
57. Moderate discussion re: sensitive issues	40.0	10.0	30.0	20.0
104. Identify drug abuse symptoms	10.0	30.0	30.0	30.0
105. Locate help for drug problems	10.0	40.0	40.0	10.0
106. Develop value clarification strategies	0.0	50.0	30.0	20.0
107. Demonstrate awareness of sound counseling	0.0	44.4	33.3	22.2
107a. Use sound counseling techniques	10.0	30.0	30.0	30.0
108. Inform students of scholar- ships	0.0	50.0	0.0	50.0
109. Conduct orientation for programs				

Percentages of Responses for
DE by Role Function Categories

Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	0.0	50.0	30.0	20.0
129. Direct special needs students	22.2	22.2	11.1	44.4
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	0.0	60.0	40.0	0.0
26. Coordinate with law enforcement	60.0	10.0	20.0	10.0
76. Conduct home visitation	0.0	50.0	20.0	30.0
77. Conduct parent conference	10.0	10.0	40.0	40.0
80. Coordinate with participating schools	0.0	40.0	40.0	20.0
85. Inform parents of responsibilities	0.0	0.0	60.0	40.0
113a. Conduct parent conference re: special students	25.0	0.0	12.5	62.5
113b. Conduct parent conference re: regular students	11.1	0.0	33.3	55.6
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	0.0	20.0	20.0	60.0
20. Develop a filing system	0.0	20.0	40.0	40.0
21. Compile records	10.0	20.0	20.0	50.0
61. Develop attendance recording system	0.0	10.0	30.0	60.0
RA TOTAL				

510

RA TOTAL

509

334

Percentages of Responses for
DE by Role Function Categories

7

Function and Role Function Category	% Little or none	% Some	% Consider- able	% Great
CM - CLASSROOM MANAGEMENT				
53. Design classroom physical plan	0.0	22.2	44.4	33.3
55. Develop storage system	10.0	40.0	20.0	30.0
56. Develop work area cleaning schedule	20.0	50.0	10.0	20.0
63. Utilize classroom facilities	0.0	0.0	60.0	40.0
CM TOTAL				
EX - EXTRACURRICULAR ACTIVITIES				
6. Organize club program	0.0	20.0	20.0	60.0
PR - PUBLIC RELATIONS				
9. Develop presentation on philosophy and goals	10.0	20.0	70.0	0.0
11. Publicize program in school	0.0	0.0	60.0	40.0
12. Publicize program in community	0.0	10.0	60.0	30.0
81. Develop public relations literature	10.0	40.0	20.0	30.0
PR TOTAL				
UNIONS				
EA/IP - EVALUATION AND ASSESSMENT/ INSTRUCTIONAL PLANNING				
92. Prescribe remedial math	0.0	40.0	40.0	20.0
93. Prescribe remedial reading	0.0	60.0	30.0	10.0
126. Prescribe remedial math for special needs students	11.1	22.2	33.3	33.3
127. Prescribe remedial reading for special needs	11.1	22.2	33.3	33.3

EA/IP TOTAL

511

512

335

Percentages of Responses for
DE by Role Function Categories

+

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION				
2. Implement program modifications	0.0	10.0	70.0	20.0
24. Arrange field experiences	10.0	20.0	40.0	30.0
35. Incorporate deductive thinking	10.0	20.0	40.0	30.0
36. Incorporate inductive thinking	10.0	20.0	40.0	30.0
39. Utilize diagnostic tests	30.0	40.0	30.0	0.0
40. Utilize A-V aids	20.0	10.0	40.0	30.0
42. Utilize achievement test results	30.0	50.0	20.0	0.0
46. Locate instructional materials	0.0	0.0	50.0	50.0
47. Select instructional materials	0.0	0.0	40.0	60.0
58. Prepare student activity schedule	10.0	20.0	30.0	40.0
70. Establish tutoring program	50.0	20.0	30.0	0.0
96. Incorporate world of work into math	10.0	20.0	20.0	50.0
114. Implement program modifications	22.2	33.3	11.1	33.3
119. Locate instructional materials for special needs	22.2	22.2	22.2	33.3
120. Select instructional materials for special needs	22.2	22.2	22.2	33.3
131. Adapt curriculum/instruction for special needs	22.2	22.2	22.2	33.3

IP/II TOTAL

II/CG - IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE				
14. Adjust program to suit student personalities	10.0	0.0	50.0	40.0
68. Employ role-playing	0.0	10.0	50.0	40.0
71. Utilize problem-solving	0.0	30.0	60.0	10.0

II/CG TOTAL

336

514

513

Percentages of Responses for
DE by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
QM/II - <u>CLASSROOM MANAGEMENT/</u> <u>IMPLEMENTING INSTRUCTION</u> 23. Develop reinforcement techniques	10.0	0.0	30.0	60.0
CG/CL - <u>COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u> 86. Involve family	0.0	20.0	50.0	30.0
AS/CL - <u>ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u> 79. Conduct teacher conferences	0.0	10.0	40.0	50.0
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u> 117. Use diagnostic test results for special needs 118. Use achievement test results for special needs	22.2 11.1	11.1 22.2	33.3 33.3	33.3 33.3
II/CL/IP TOTAL				

510

337

515

Percentages of Responses for
DE by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP/11/Q1 - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>				
54. Group students	0.0	30.0	40.0	30.0
CG/11/Q1 - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION</u> <u>CLASSROOM MANAGEMENT</u>				
103. Devise problem-solving techniques	10.0	40.0	30.0	20.0

Percentages of Responses for
Home Economics by Role Function Categories

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	0.0	11.5	46.2	42.3
16. Identify field trip sites	3.8	26.9	34.6	34.6
30. Develop local program	0.0	15.4	34.6	50.0
31. Estimate time for unit objectives	0.0	7.7	61.5	30.8
32. Develop unit plan	0.0	0.0	42.3	57.7
34. Organize career education unit	11.5	11.5	30.8	46.2
37. Write behavioral objectives	4.0	24.0	36.0	36.0
41. Incorporate business and industry	15.4	42.3	34.6	7.7
43. Develop course of study	0.0	12.0	24.0	64.0
44. Organize weekly plan	0.0	0.0	38.5	61.5
48. Contact reading resources	3.8	42.3	46.2	7.7
49. Construct lesson plan	0.0	7.7	23.1	69.2
121a. Develop VoEd materials for special needs	8.7	17.4	26.1	47.8
121b. Develop VoEd materials for regular students	8.7	13.0	30.4	47.8
124. Develop training plans for special needs	8.7	21.7	21.7	47.8
130. Develop IEPs	21.7	21.7	13.0	43.5
IP TOTAL				
CO - COORDINATION				
3. Research trends in business and industry	3.8	30.8	26.9	38.5
3a. Survey trends in business and industry	7.7	26.9	46.2	19.2
28. Conduct student follow-up studies	0.0	34.6	23.1	42.3
29. Conduct employer appreciation program	7.7	23.1	42.3	26.9
72. Construct procedure for job relocation	19.2	11.5	30.8	38.5

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Percentages of Responses for
Home Economics by Role Function Categories

2

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
CO - COORDINATION (Cont.)				
74. Identify entry level jobs in community	3.8	3.8	38.5	53.8
78. Establish job placement policy	12.0	0.0	36.0	52.0
82. Develop student training plans	16.0	24.0	24.0	36.0
82a. Facilitate school and employer training	12.0	8.0	32.0	48.0
83. Inform employer of student progress	12.0	20.0	32.0	36.0
84. Inform employers of responsibilities	12.0	8.0	36.0	44.0
123. Identify entry level jobs for special needs	8.7	21.7	13.0	56.5

CO TOTAL

BF - BASIC EDUCATIONAL FOUNDA-
TIONS/PREPARATION4a. Establish plan for
professional development

3.8 7.7 57.7 30.8

+

II - IMPLEMENTING INSTRUCTION

50. Give a lecture
51. Present demonstration
64. Operate A-V equipment
65. Implement team teaching
66. Stimulate learning thru
brainstorming3.8 30.8
3.8 34.6
0.0 34.6
20.8 38.5
4.2 16.7
45.8 33.330.8
57.7
38.5
4.2
16.7

521

522

340

Percentages of Responses for
Home Economics by Role Function Categories

3

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>II - IMPLEMENTING INSTRUCTION</u>				
(Cont.)				
67. Employ oral questioning techniques	0.0	3.8	42.3	53.8
69. Employ project method	0.0	11.5	42.3	46.2
II TOTAL				
<u>EA - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	0.0	8.0	40.0	52.0
13. Identify personality patterns	7.7	26.9	34.6	30.8
27. Organize program review and evaluation	7.7	30.8	34.6	26.9
33. Construct tests re: objectives	4.0	12.0	36.0	48.0
38. Administer diagnostic tests	11.5	30.8	38.5	19.2
59. Chart student progress	0.0	11.5	34.6	53.8
60. Identify emotional factors re: class	0.0	0.0	26.9	73.1
62. Determine effectiveness of instruction	0.0	3.8	23.1	73.1
73. Evaluate progress at training station	7.7	0.0	3.8	88.5
73a. Evaluate progress at learning center	4.0	8.0	12.0	76.0
88. Identify emotional factors re: reading	4.0	12.0	40.0	44.0
89. Identify intellectual factors re: reading	4.0	12.0	44.0	40.0
90. Assess student reading level	8.0	12.0	44.0	36.0
91. Diagnose reading problems	0.0	20.0	44.0	36.0
94. Assess comprehension of math	4.0	4.0	68.0	24.0
95. Devise alternative grading methods	4.0	20.0	36.0	40.0

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521

Percentages of Responses for
Home Economics by Role Function Categories

4

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
EA - EVALUATION AND ASSESSMENT (Cont.)				
97. Evaluate student reading progress	4.0	20.0	56.0	20.0
98. Identify physical factors re: reading	0.0	28.0	40.0	32.0
99. Administer diagnostic reading tests	16.0	20.0	48.0	16.0
100. Diagnose reading difficulties	16.0	24.0	36.0	24.0
101. Identify educational factors re: reading	16.0	24.0	32.0	28.0
102. Interpret vocational interest tests	8.0	36.0	36.0	20.0
102a. Interpret psychological tests	16.0	36.0	28.0	20.0
102b. Interpret educational tests	12.0	36.0	32.0	20.0
111. Assess individual's ability to modify own behavior	0.0	12.5	29.2	58.3
115. Construct tests re: objectives for special needs	17.4	30.4	26.1	26.1
116. Give diagnostic tests to special needs students	34.8	8.7	26.1	30.4
125. Assess reading levels of special needs students	18.2	18.2	27.3	36.4
128. Assess ability of special needs students	13.6	22.7	13.6	50.0
132a. Assess psychomotor skills of special needs students	17.4	21.7	4.3	56.5
132b. Assess psychomotor skills of regular students	8.3	33.3	8.3	50.0
EA TOTAL				
AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost	3.8	34.6	42.3	19.2
4. Establish plan for in-service	15.4	30.8	34.6	19.2
5. Assist students in scheduling	19.2	42.3	26.9	11.5
7. Organize advisory committee	3.8	26.9	30.8	38.5

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Percentages of Responses for
Home Economics by Role Function Categories

5

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
S. - ADMINISTRATION AND SUPERVISION				
(Cont.)				
17. Complete state reports	23.1	26.9	38.5	11.5
18. Identify government guidelines	11.5	38.5	34.6	15.4
19. Prepare a budget	3.8	30.8	46.2	19.2
22. Establish transportation procedures	30.8	30.8	23.1	15.4
45. Construct progress reporting system	3.8	11.5	30.8	53.8
75. Develop process for student selection	4.0	16.0	36.0	44.0
87. Inform school officials of responsibilities	24.0	16.0	28.0	32.0
110. Identify requirements of vocational programs	4.2	29.2	33.3	33.3
122. Develop methods for mainsteam- ing	26.1	8.7	13.0	52.2
AS TOTAL				
CG - COUNSELING AND GUIDANCE				
52. Conduct student conference	0.0	8.0	28.0	64.0
57. Moderate discussion re: sensitive issues	0.0	12.0	52.0	36.0
104. Identify drug abuse symptoms	0.0	20.0	24.0	56.0
105. Locate help for drug problems	4.0	12.0	28.0	56.0
106. Develop value clarification strategies	0.0	16.0	40.0	44.0
107. Demonstrate awareness of sound counseling	4.2	16.7	50.0	29.2
107a. Use sound counseling techniques	0.0	25.0	37.5	37.5
108. Inform students of scholar- ships	0.0	29.2	33.3	37.5
109. Conduct orientation for programs	4.2	25.0	33.3	37.5

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Percentages of Responses for
Home Economics by Role Function Categories

6

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	16.7	29.2	29.2	25.0
129. Direct special needs students	19.0	19.0	23.8	38.1
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	20.0	24.0	40.0	16.0
26. Coordinate with law enforcement	46.2	30.8	19.2	3.8
76. Conduct home visitation	16.7	25.0	16.7	41.7
77. Conduct parent conference	0.0	15.4	46.2	38.5
80. Coordinate with participating schools	20.0	32.0	32.0	16.0
85. Inform parents of responsibilities	0.0	16.0	32.0	52.0
113a. Conduct parent conference re: special students	8.7	17.4	21.7	52.2
113b. Conduct parent conference re: regular students	9.1	18.2	18.2	54.5
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	0.0	11.5	26.9	61.5
20. Develop a filing system	4.0	16.0	36.0	44.0
21. Compile records	0.0	0.0	36.0	64.0
61. Develop attendance recording system	0.0	7.7	23.1	69.2

RA TOTAL

523

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Percentages of Responses for
Home Economics by Role Function Categories

7

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
CH - CLASSROOM MANAGEMENT				
53. Design classroom physical plan	12.0	24.0	40.0	24.0
55. Develop storage system	3.8	19.2	38.5	38.5
56. Develop work area cleaning schedule	7.7	11.5	30.8	50.0
63. Utilize classroom facilities	0.0	8.0	28.0	64.0
CH TOTAL				
EX - EXTRACURRICULAR ACTIVITIES				
6. Organize club program	15.4	19.2	38.5	26.9
PR - PUBLIC RELATIONS				
9. Develop presentation on philosophy and goals	15.4	23.1	26.9	34.6
11. Publicize program in school	3.8	19.2	30.8	46.2
12. Publicize program in community	3.8	15.4	50.0	30.8
81. Develop public relations literature	12.0	28.0	24.0	36.0
PR TOTAL				
UNIONS				
EA/IP - EVALUATION AND ASSESSMENT/ INSTRUCTIONAL PLANNING				
92. Prescribe remedial math	8.0	8.0	48.0	36.0
93. Prescribe remedial reading	0.0	12.5	54.2	33.3
126. Prescribe remedial math for special needs students	27.3	13.6	18.2	40.9
127. Prescribe remedial reading for special needs	22.7	13.6	27.3	36.4

EA/IP TOTAL

531

532

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Percentages of Responses for
Home Economics by Role Function Categories

8

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION</u>				
2. Implement program modifications	0.0	25.0	37.5	37.5
24. Arrange field experiences	0.0	15.4	38.5	46.2
35. Incorporate deductive thinking	4.3	13.0	26.1	56.5
36. Incorporate inductive thinking	4.5	18.2	22.7	54.5
39. Utilize diagnostic tests	12.0	36.0	40.0	12.0
40. Utilize A-V aids	0.0	0.0	46.2	-53.8
42. Utilize achievement test results	11.5	38.5	38.5	11.5
46. Locate instructional materials	0.0	0.0	50.0	50.0
47. Select instructional materials	0.0	0.0	42.3	57.7
58. Prepare student activity schedule	4.0	8.0	40.0	48.0
70. Establish tutoring program	12.0	40.0	28.0	20.0
96. Incorporate world of work into math	8.0	8.0	56.0	28.0
114. Implement program modifications	13.0	17.4	30.4	39.1
119. Locate instructional materials for special needs	17.4	17.4	30.4	34.8
120. Select instructional materials for special needs	18.2	18.2	22.7	40.9
131. Adapt curriculum/instruction for special needs	8.7	30.4	17.4	43.5
IP/II TOTAL				
<u>II/CG - IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE</u>				
14. Adjust program to suit student personalities	3.8	19.2	34.6	42.3
68. Employ role-playing	0.0	40.0	28.0	32.0
71. Utilize problem-solving	0.0	30.8	26.9	42.3
II/CG TOTAL				

534

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Percentages of Responses for
Home Economics by Role Function Categories

9

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
<u>CM/II - CLASSROOM MANAGEMENT/ IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	0.0	7.7	15.4	76.9
<u>CG/CL - COUNSELING AND GUIDANCE/ COLLABORATION AND LIAISON</u>				
86. Involve family	0.0	20.0	36.0	44.0
<u>AS/CL - ADMINISTRATION AND SUPERVISION/ COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	0.0	32.0	44.0	24.0
<u>II/CG/IP - IMPLEMENTING INSTRUCTION/ COUNSELING AND GUIDANCE/ INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	17.4	13.0	26.1	43.5
118. Use achievement test results for special needs	13.0	17.4	26.1	43.5
II/CL/IP TOTAL				

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Percentages of Responses for
Home Economics by Role Function Categories

10

Item and Role Function Category	% Little or none	% Some	% Consider- able	% Great
IP/II/Q1 - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT	0.0	23.1	38.5	38.5
54. Group students				
CG/II/Q1 - COUNSELING AND GUIDANCE/ IMPLEMENTING INSTRUCTION/ CLASSROOM MANAGEMENT	0.0	20.0	40.0	40.0
103. Devise problem-solving techniques				

Kent State Transition Competency Studies

APPENDIX I

Chi Square contrasts of special and vocational teachers
and coordinators:

OWE	v.	OWA (p350ff)
OWE	v.	W-S Coordinators (p360ff)
OWA	v.	W-S Coordinators (p370ff)
SUP/W-S	v.	W-S Coordinators (p380ff)
EMR TEACHERS	v.	W-S Coordinators (p390ff)
EMR TEACHERS	v.	VO/SPED Coordinator/EMR (p400ff)
VOED	v.	VO/SPED "Mainstreaming" Coord. (p410ff)
VO/SPED COORD	v.	W-S Coordinators (p420ff)
VOED	v.	OWE (p430ff)
VOED	v.	OWA (p440ff)
VOED	v.	EMR (p450ff)

Comparison of OWE Teachers with OWA Teachers
by Role Function Categories

8

Item and Role Function Category	X ²	df	P	Higher Group
IP/II - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION</u>				
2. Implement program modifications	1.36	3	.716	
24. Arrange field experiences	2.50	3	.475	
35. Incorporate deductive thinking	7.22	3	.065	
36. Incorporate inductive thinking	7.16	3	.067	
39. Utilize diagnostic tests	32.61	3	.000	OWA
40. Utilize A-V aids	4.08	3	.253	
42. Utilize achievement test results	18.40	3	.000	OWA
46. Locate instructional materials	2.73	3	.434	
47. Select instructional materials	0.84	3	.841	
58. Prepare activity schedule	2.79	3	.425	
70. Establish tutoring program	24.11	3	.000	OWA
96. Incorporate world of work into math	4.41	3	.221	*
114. Implement program modifications	-	-	-	
119. Locate instructional materials for special needs	-	-	-	
120. Select instructional materials for special needs	-	-	-	*
131. Adapt curriculum/instruction for special needs	-	-	-	
IP/II TOTAL				
II/CG - <u>IMPLEMENTING INSTRUCTIONAL/</u> <u>COUNSELING AND GUIDANCE</u>				
68. Employ role-playing	2.93	3	.403	
71. Utilize problem-solving	3.08	3	.379	

II/CG TOTAL

541

357

540

Comparison of OWE Teachers with OWA Teachers
by Role Function Categories

9

Item and Role Function Category	χ^2	df	P	Higher Group
CM/II - CLASSROOM MANAGEMENT/ <u>IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	4.03	3	.258	
CG/CL - <u>COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u>				OWA
86. Involve family	8.33	3	.040	
AS/CL - <u>ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u>				OWA
79. Conduct teacher conferences	12.02	3	.007	
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	-	-	-	
118. Use achievement test results for special needs	-	-	-	
II/CL/IP TOTAL				

543

543

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Comparison of OWE Teachers with OWA Teachers
by Role Function Categories

10

Item and Role Function Category	X ²	df	P	Higher Group
IP/II/QM - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>	30.18	3	.000	OWA
54. Group students				
CG/II/QM - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION</u> <u>CLASSROOM MANAGEMENT</u>	1.49	3	.685	+
103. Devise problem-solving techniques				
AS/EA - <u>ADMINISTRATION AND SUPERVISION/</u> <u>EVALUATION AND ASSESSMENT</u>				
14. Conduct PRIDE review	4.21	3	.239	+

* Dashes indicate that the item was not administered to both groups.

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Comparison of OWE Teachers with Work Study Coordinators
by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	6.93	3	.074	OWE
16. Identify field trip sites	10.00	3	.019	W-S
30. Develop local program objectives	8.55	3	.036	
31. Estimate time for unit	6.89	3	.075	OWE
32. Develop unit plan	17.90	3	.001	
34. Organize career education unit	3.23	3	.358	
37. Write behavioral objectives	0.62	3	.892	OWE
41. Incorporate business and industry	8.13	3	.043	
43. Develop course of study	3.14 ¹	3	.371	OWE
44. Organize weekly plan	24.31	3	.000	OWE
48. Contact reading resources	33.48	3	.000	OWE
49. Construct lesson plan	28.86 ²	3	.000	
121a. Develop VoEd materials for special needs	-	-	-	
121b. Develop VoEd materials for regular students	-	-	-	
124. Develop training plans for special needs	-	-	-	
130. Develop IEPs	-	-	-	
IP TOTAL				
CO - COORDINATION				
3. Research trends in business and industry	16.35	3	.001	W-S
3a. Survey trends in business and industry	-	-	-	
28. Conduct student follow-up studies	16.68	3	.001	W-S
29. Conduct employer appreciation program	4.19	3	.241	
72. Construct procedure for job relocation	28.52	3	.000	W-S

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Comparison of OWE Teachers with Work Study Coordinators
by Role Function Categories

2

Item and Role Function Category	X ²	df	P	Higher Group
<u>CO - COORDINATION (Cont.)</u>				
74. Identify entry level jobs in community	24.16	3	.000	W-S
78. Establish job placement policy	12.76	3	.005	W-S
82. Develop student training plans	28.27	3	.000	W-S
82a. Facilitate school and employer training	-	-	-	
83. Inform employer of student progress	10.77	3	.013	OWE
84. Inform employers of responsibilities	7.25	3	.064	
123. Identify entry level jobs for special needs	-	-	-	
CO TOTAL				+
<u>BF - BASIC EDUCATIONAL FOUNDATIONS/PREPARATION</u>				
4a. Establish plan for professional development	-	-	-	
<u>II - IMPLEMENTING INSTRUCTION</u>				
50. Give a lecture	2.56	3	.464	
51. Present demonstration	6.29	3	.098	
64. Operate A-V equipment	46.37	3	.000	OWE
65. Implement team teaching	17.27	3	.001	W-S
66. Stimulate learning thru brainstorming	6.95	3	.074	

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Comparison of OWE Teachers with Work Study Coordinators
by Role Function Categories

3

Item and Role Function Category	X ²	df	P	Higher Group
<u>II - IMPLEMENTING INSTRUCTION</u>				
(Cont.)				
67. Employ oral questioning techniques	4.29	3	.232	
69. Employ project method	15.59	3	.001	OWE
II TOTAL				
<u>EA - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	37.88	3	.000	OWE
13. Identify personality patterns	3.47	3	.324	
27. Organize program review and evaluation	31.13 ¹	3	.000	W-S
33. Construct tests re: objectives	7.66	3	.054	
38. Administer diagnostic tests	1.58	3	.663	
59. Chart student progress	6.02	3	.111	
60. Identify emotional factors re: class	8.94	3	.030	OWE
62. Determine effectiveness of instruction	26.72	3	.000	OWE
73. Evaluate progress at training station	8.44	3	.038	W-S
73a. Evaluate progress at learning center	-	-	-	
88. Identify emotional factors re: reading	18.30	3	.000	OWE
89. Identify intellectual factors re: reading	24.23	3	.000	OWE
90. Assess student reading level	44.87	3	.000	OWE
91. Diagnose reading problems	33.95	3	.000	OWE
94. Assess comprehension of math	12.96	3	.005	OWE
95. Devise alternative grading methods	32.42	3	.000	OWE

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Comparison of OWE Teachers with Work Study Coordinators
by Role Function Categories

4

Item and Role Function Category	X ²	df	P	Higher Group
<u>EA - EVALUATION AND ASSESSMENT</u>				
(Cont.)				
97. Evaluate student reading progress	38.07	3	.000	+ OWE
98. Identify physical factors re: reading	29.38	3	.000	OWE
99. Administer diagnostic reading tests	15.86	3	.001	OWE
100. Diagnose reading difficulties	32.36	3	.000	OWE
101. Identify educational factors re: reading	25.18	3	.000	OWE
102. Interpret vocational interest tests	17.12	3	.001	W-S
102a. Interpret psychological tests	-	-	-	
102b. Interpret educational tests	-	-	-	
111. Assess individual's ability to modify own behavior	3.92	3	.271	+
115. Construct tests re: objectives for special needs	-	-	-	
116. Give diagnostic tests to special needs students	-	-	-	
125. Assess reading levels of special needs students	-	-	-	
128. Assess ability of special needs students	-	-	-	
132a. Assess psychomotor skills of special needs students	-	-	-	
132b. Assess psychomotor skills of regular students	-	-	-	
EA TOTAL				
AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost	6.84	3	.077	
4. Establish plan for in-service	1.87	3	.601	
5. Assist students in scheduling	1.92	3	.590	
7. Organize advisory committee	7.09	3	.069	

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Comparison of OWE Teachers with Work Study Coordinators
by Role Function Categories

5

Item and Role Function Category	X ²	df	P	Higher Group
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				
17. Complete state reports	2.33	3	.507	
18. Identify government guidelines	1.89	3	.596	
19. Prepare a budget	2.80	3	.424	
22. Establish transportation procedures	1.82	3	.612	
45. Construct progress reporting system	-	-	-	
75. Develop process for student selection	5.81	3	.121	
87. Inform school officials of responsibilities	10.29	3	.016	W-S
110. Identify requirements of vocational programs	3.97	3	.265	
122. Develop methods for mainstreaming	-	-	-	
AS TOTAL				
<u>CG - COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	1.68	3	.640	
57. Moderate discussion re: sensitive issues	18.91	3	.000	OWE
104. Identify drug abuse symptoms	5.27	3	.153	
105. Locate help for drug problems	4.36	3	.225	
106. Develop value clarification strategies	2.41	3	.492	
107. Demonstrate awareness of sound counseling	-	-	-	
107a. Use sound counseling techniques	-	-	-	
108. Inform students of scholarships	12.76	3	.005	OWE
109. Conduct orientation for programs	1.93	3	.587	

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Comparison of OWE Teachers with Work Study Coordinators
by Role Function Categories

6

Item and Role Function Category	X ²	df	P	Higher Group
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	2.73	3	.435	
129. Direct special needs students	-	-	-	
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	2.10	3	.552	
26. Coordinate with law enforcement	12.79	3	.005	OWE
76. Conduct home visitation	1.69	3	.639	
77. Conduct parent conference	4.54	3	.209	W-S
80. Coordinate with participating schools	37.39	3	.000	W-S +
85. Inform parents of responsibilities	9.80	3	.020	
113a. Conduct parent conference re: special students	-	-	-	
113b. Conduct parent conference re: regular students	-	-	-	
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	7.94	3	.047	W-S
20. Develop a filing system	5.65	3	.130	
21. Compile records	3.31	2	.191	
61. Develop attendance recording system	46.23	3	.000	OWE

RA TOTAL

556

557

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Comparison of OWE Teachers with Work Study Coordinators
by Role Function Categories

7

Item and Role Function Category	χ^2	df	P	Higher Group
<u>CM - CLASSROOM MANAGEMENT</u>				
53. Design classroom physical plan	23.10	3	.000	OWE
55. Develop storage system	24.54	3	.000	OWE
56. Develop work area cleaning schedule	0.91	3	.823	
63. Utilize classroom facilities	44.40	3	.000	OWE
CM TOTAL				
<u>EX - EXTRACURRICULAR ACTIVITIES</u>				
6. Organize club program	25.81	3	.000	OWE
<u>PR - PUBLIC RELATIONS</u>				
9. Develop presentation on philosophy and goals	3.43	3	.330	
11. Publicize program in school	1.46	3	.691	
12. Publicize program in community	11.11	3	.011	W-S
81. Develop public relations literature	7.31	3	.063	
PR TOTAL				
<u>UNIONS</u>				
<u>EA/IP - EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING</u>				
92. Prescribe remedial math	32.33	3	.000	OWE
93. Prescribe remedial reading	46.71	3	.000	OWE
126. Prescribe remedial math for special needs students	-	-	-	
127. Prescribe remedial reading for special needs	-	-	-	

EA/IP TOTAL

558

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Comparison of OWE Teachers with Work Study Coordinators
by Role Function Categories

8

Item and Role Function Category	χ^2	df	P	Higher group
<u>P/II - INSTRUCTIONAL PLANNING/</u>				
<u>IMPLEMENTING INSTRUCTION</u>				
2. Implement program modifications	0.94	3	.815	
24. Arrange field experiences	2.24	3	.524	
35. Incorporate deductive thinking	7.32	3	.062	
36. Incorporate inductive thinking	2.85	3	.415	
39. Utilize diagnostic tests	16.14	3	.001	W-S
40. Utilize A-V aids	56.46	3	.000	OWE
42. Utilize achievement test results	3.45	3	.327	
46. Locate instructional materials	22.83	3	.000	OWE
47. Select instructional materials	33.09	3	.000	OWE
58. Prepare student activity schedule	29.22 ¹	3	.000	OWE
70. Establish tutoring program	1.15	3	.670	+
96. Incorporate world of work into math	6.91	3	.075	+
114. Implement program modifications	-	-	-	
119. Locate instructional materials for special needs	-	-	-	
120. Select instructional materials for special needs	-	-	-	
131. Adapt curriculum/instruction for special needs	-	-	-	
IP/II TOTAL				
<u>II/CG - IMPLEMENTING INSTRUCTIONAL/</u>				
<u>COUNSELING AND GUIDANCE</u>				
14. Adjust program to suit student personalities	-	-	-	
68. Employ role-playing	29.49	3	.000	W-S
71. Utilize problem-solving	6.47	3	.091	
II/CG TOTAL				

561

500

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Comparison of OWE Teachers with Work Study Coordinators
by Role Function Categories

9

Item and Role Function Category	χ^2	df	P	Higher Group
CM/II - CLASSROOM MANAGEMENT/ <u>IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	4.39	3	.223	
CG/CL - <u>COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u>				
86. Involve family	11.97	3	.008	W-S
AS/CL - <u>ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	6.92	3	.075	
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	-	-	-	
118. Use achievement test results for special needs	-	-	-	
II/CL/IP TOTAL				

563

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Comparison of OWE Teachers with Work Study Coordinators
by Role Function Categories

10

Item and Role Function Category	X ²	df	P	Higher Group
IP/11/Q1 - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>	9.94	3	.019	OWE
54. Group students				
CG/11/Q1 - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>	5.52	3	.138	+
103. Devise problem-solving techniques				+

1 The wording of these items differed slightly for the two groups but the item meaning remained the same.

2 Dashes indicate that the item was not administered to both groups.

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Comparison of Work-Study Coordinators with OWA Teachers
by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	14.19	3	.003	W-S
16. Identify field trip sites	2.41	3	.491	W-S
30. Develop local program objectives	1.56	3	.669	
31. Estimate time for unit	13.05	3	.005	OWA
32. Develop unit plan	18.34	3	.000	OWA
34. Organize career education unit	8.73	3	.033	OWA
37. Write behavioral objectives	1.30	3	.728	
41. Incorporate business and industry	4.33	3	.228	
43. Develop course of study	5.32 ¹	3	.150	OWA
44. Organize weekly plan	22.39	3	.000	OWA
48. Contact reading resources	38.83	3	.000	OWA
49. Construct lesson plan	28.94 ²	3	.000	OWA
121a. Develop VoEd materials for special needs	-	-	-	
121b. Develop VoEd materials for regular students	-	-	-	
124. Develop training plans for special needs	-	-	-	
130. Develop IEPs	-	-	-	
IP TOTAL				
CO - COORDINATION	25.67	3	.000	W-S
3. Research trends in business and industry	-	-	-	
3a. Survey trends in business and industry	11.70	3	.009	W-S
28. Conduct student follow-up studies	17.08	3	.001	W-S
29. Conduct employer appreciation program	17.69	3	.001	W-S
72. Construct procedure for job relocation				

Comparison of Work-Study Coordinators with OWA Teachers

2

by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
CO - COORDINATION (Cont.)				
74. Identify entry level jobs in community	67.43	3	.000	W-S
78. Establish job placement policy	25.98	3	.000	W-S
82. Develop student training plans	17.09	3	.001	W-S +
82a. Facilitate school and employer training	-	-	-	-
83. Inform employer of student progress	10.43	3	.015	OWA
84. Inform employers of responsibilities	4.36	3	.225	+
123. Identify entry level jobs for special needs	-	-	-	-
CO TOTAL				
BF - BASIC EDUCATIONAL FOUNDATIONS/PREPARATION				
4a. Establish plan for professional development	-	-	-	-
II - IMPLEMENTING INSTRUCTION				
50. Give a lecture	8.28	3	.041	W-S
51. Present demonstration	6.27	3	.099	
64. Operate A-V equipment	17.00	3	.001	OWA
65. Implement team teaching	19.81	3	.000	W-S
66. Stimulate learning thru brainstorming	4.76	3	.190	

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by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
<u>II - IMPLEMENTING INSTRUCTION</u>				
(Cont.)				
67. Employ oral questioning techniques	3.71	3	.295	
69. Employ project method	21.11	3	.000	OWA
II TOTAL				
<u>EA - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	56.40	3	.000	OWA
13. Identify personality patterns	10.31	3	.016	OWA
27. Organize program review and evaluation	30.71 ¹	3	.000	W-S
33. Construct tests re: objectives	4.61	3	.202	
38. Administer diagnostic tests	21.62	3	.000	OWA
59. Chart student progress	3.33	3	.344	
60. Identify emotional factors re: class	13.60	3	.004	OWA
62. Determine effectiveness of instruction	11.77	3	.008	OWA
73. Evaluate progress at training station	19.13 ¹	3	.000	W-S
73a. Evaluate progress at learning center	-	-	-	
88. Identify emotional factors re: reading	52.70	3	.000	OWA
89. Identify intellectual factors re: reading	61.76	3	.000	OWA
90. Assess student reading level	90.48	3	.000	OWA
91. Diagnose reading problems	98.39	3	.000	OWA
94. Assess comprehension of math	29.22	3	.000	OWA +
95. Devise alternative grading methods	27.41	3	.000	OWA

Comparison of Work-Study Coordinators with OWA Teachers

4

by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
<u>EA - EVALUATION AND ASSESSMENT</u> (Cont.)				
97. Evaluate student reading progress	74.73	3	.000	OWA +
98. Identify physical factors re: reading	50.44	3	.000	OWA
99. Administer diagnostic reading tests	80.22	3	.000	OWA
100. Diagnose reading difficulties	77.15	3	.000	OWA +
101. Identify educational factors re: reading	59.19	3	.000	OWA
102. Interpret vocational interest tests	7.71	3	.053	
102a. Interpret psychological tests	-	-	-	
102b. Interpret educational tests	-	-	-	
111. Assess individual's ability to modify own behavior	1.59	3	.663	
115. Construct tests re: objectives for special needs	-	-	-	
116. Give diagnostic tests to special needs students	-	-	-	
125. Assess reading levels of special needs students	-	-	-	
128. Assess ability of special needs students	-	-	-	
132a. Assess psychomotor skills of special needs students	-	-	-	
132b. Assess psychomotor skills of regular students	-	-	-	
EA TOTAL				
AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost	13.65	3	.003	OWA
4. Establish plan for in-service	1.00	3	.802	
5. Assist students in scheduling	3.99	3	.262	
7. Organize advisory committee	11.93	3	.008	W-S

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by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				
17. Complete state reports	6.23	3	.101	
18. Identify government guidelines	1.18	3	.757	
19. Prepare a budget	10.03	3	.018	OWA
22. Establish transportation procedures	4.79	3	.187	
45. Construct progress reporting system	-	-	-	
75. Develop process for student selection	0.97	3	.809	
87. Inform school officials of responsibilities	5.74	3	.125	*
110. Identify requirements of vocational programs	9.89	3	.020	OWA
122. Develop methods for mainstreaming	-	-	-	
AS TOTAL				
<u>CG - COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	8.93	3	.030	OWA
57. Moderate discussion re: sensitive issues	12.68	3	.005	OWA
104. Identify drug abuse symptoms	7.33	3	.062	
105. Locate help for drug problems	3.29	3	.349	
106. Develop value clarification strategies	5.35	3	.148	
107. Demonstrate awareness of sound counseling techniques	-	-	-	
107a. Use sound counseling techniques	-	-	-	
108. Inform students of scholarshipships	12.30	3	.006	OWA
109. Conduct orientation for programs	7.38	3	.061	

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Comparison of Work-Study Coordinators with OWA Teachers

by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	0.48	3	.923	
129. Direct special needs students	-	-	-	
CG TOTAL				+
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	2.38	3	.497	
26. Coordinate with law enforcement	5.95	3	.114	
76. Conduct home visitation	0.63	3	.889	
77. Conduct parent conference	1.45	3	.693	
80. Coordinate with participating schools	38.51	3	.000	W-S
85. Inform parents of responsibilities	5.69	3	.128	
113a. Conduct parent conference re: special students	-	-	-	
113b. Conduct parent conference re: regular students	-	-	-	
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	13.28	3	.004	W-S
20. Develop a filing system	4.01	3	.260	
21. Compile records	1.14	3	.767	
61. Develop attendance recording system	25.92	3	.000	OWA
RA TOTAL				

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Comparison of Work-Study Coordinators with OWA Teachers

by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
<u>CM - CLASSROOM MANAGEMENT</u>				
53. Design classroom physical plan	59.23	3	.000	OWA
55. Develop storage system	23.85	3	.000	OWA
56. Develop work area cleaning schedule	11.33	3	.010	OWA
63. Utilize classroom facilities	37.97	3	.000	OWA
CM TOTAL				
<u>EX - EXTRACURRICULAR ACTIVITIES</u>				
6. Organize club program	26.81	3	.000	OWA +
<u>PR - PUBLIC RELATIONS</u>				
9. Develop presentation on philosophy and goals	5.73	3	.126	
11. Publicize program in school	3.63	3	.304	
12. Publicize program in community	30.30	3	.000	W-S
81. Develop public relations literature	20.26	3	.000	W-S
PR TOTAL				
<u>UNIONS</u>				
<u>EA/IP - EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING</u>				
92. Prescribe remedial math	65.44	3	.000	OWA
93. Prescribe remedial reading	77.16	3	.000	OWA
126. Prescribe remedial math for special needs students	-	-	-	
127. Prescribe remedial reading for special needs	-	-	-	
EA/IP TOTAL				

579

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579

+

Comparison of Work-Study Coordinators with OWA Teachers
by Role Function Categories

8

Item and Role Function Category	X ²	df	P	Higher Group
IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION				
2. Implement program modifications	0.97	3	.809	
24. Arrange field experiences	2.52	3	.472	
35. Incorporate deductive thinking	9.15	3	.027	OWA
36. Incorporate inductive thinking	8.44	3	.038	OWA +
39. Utilize diagnostic tests	4.04	3	.257	
40. Utilize A-V aids	29.78	3	.000	OWA
42. Utilize achievement test results	0.75	3	.862	
46. Locate instructional materials	18.42	3	.000	OWA
47. Select instructional materials	28.72	3	.000	OWA
58. Prepare student activity schedule	37.97 ¹	3	.000	OWA
70. Establish tutoring program	18.12	3	.000	OWA
96. Incorporate world of work into math	5.37	3	.147	
114. Implement program modifications	-	-	-	
119. Locate instructional materials for special needs	-	-	-	
120. Select instructional materials for special needs	-	-	-	
131. Adapt curriculum/instruction for special needs	-	-	-	
IP/II TOTAL				
II/CG - IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE				
14. Adjust program to suit student personalities	-	-	-	
68. Employ role-playing	25.67	3	.000	W-S
71. Utilize problem-solving	7.93	3	.047	OWA
II/CG TOTAL				

580

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by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group +
CM/II - <u>CLASSROOM MANAGEMENT/</u> <u>IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	7.40	3	.060	
CG/CL - <u>COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u>				
86. Involve family	7.79	3	.051	
AS/CL - <u>ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	3.23	3	.358	
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	-	-	-	
118. Use achievement test results for special needs	-	-	-	
II/CL/IP TOTAL				

583

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Comparison of Work-Study Coordinators with OWA Teachers

10

by Role Function Categories

Item and Role Function Category	χ^2	df	p	Higher Group
IP/II/QM - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>	25.04	3	.000	OWA+
54. Group students				
CG/II/QM - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION</u> <u>CLASSROOM MANAGEMENT</u>	7.78	3	.051	
103. Devise problem-solving techniques				

¹ The item wording differed slightly for the two groups, but the item meaning was essentially the same.

² Dashes indicate that the item was not administered to both groups.

Comparison of Work-Study Coordinators with
Supervisors' Opinions for Work-Study Coordinators
by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	5.85	2	.054	Sup./W-S
16. Identify field trip sites	39.21	3	.000	+
30. Develop local program objectives	7.65	3	.054	Sup./W-S
31. Estimate time for unit	10.42	3	.015	W-S
32. Develop unit plan	11.42	3	.010	Sup./W-S
34. Organize career education unit	6.11	3	.107	
37. Write behavioral objectives	18.24	3	.000	Sup./W-S
41. Incorporate business and industry	21.14	3	.000	Sup./W-S
43. Develop course of study	0.69	3	.875	W-S
44. Organize weekly plan	13.63	3	.003	
48. Contact reading resources	3.16	3	.368	
49. Construct lesson plan	6.84	3	.077	
121a. Develop VoEd materials for special needs	- *	-	-	
121b. Develop VoEd materials for regular students	-	-	-	
124. Develop training plans for special needs	-	-	-	
130. Develop IEPs	-	-	-	
IP TOTAL				
CO - COORDINATION				
3. Research trends in business and industry	18.31	3	.000	Sup./W-S
3a. Survey trends in business and industry	22.62	3	.000	Sup./W-S
28. Conduct student follow-up studies	14.13	3	.003	Sup./W-S
29. Conduct employer appreciation program	18.23	3	.000	+
72. Construct procedure for job relocation	24.88	3	.000	Sup./W-S

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Comparison of Work-Study Coordinators with
Supervisors' Opinions for Work-Study Coordinators
by Role Function Categories

2

Item and Role Function Category	χ^2	df	P	Higher Group
CO - COORDINATION (Cont.)				
74. Identify entry level jobs in community	1.80	2	.407	+
78. Establish job placement policy	1.81	2	.405	
82. Develop student training plans	13.23	3	.004	Sup./W-S
82a. Facilitate school and employer training	5.22	2	.074	
83. Inform employer of student progress	9.21	3	.027	Sup./W-S
84. Inform employers of responsibilities	26.88	2	.000	Sup./W-S
123. Identify entry level jobs for special needs	-	-	-	
CO TOTAL				
B7 - BASIC EDUCATIONAL FOUNDATIONS/PREPARATION				
4a. Establish plan for professional development	10.94	3	.012	Sup./W-S
II - IMPLEMENTING INSTRUCTION				
50. Give a lecture	4.36	3	.225	
51. Present demonstration	6.30	3	.098	
64. Operate A-V equipment	8.68	3	.034	Sup./W-S
65. Implement team teaching	6.85	3	.077	
66. Stimulate learning thru brainstorming	15.18	3	.002	W-S
				+
				589

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Comparison of Work-Study Coordinators with
Supervisors' Opinions for Work-Study Coordinators-
by Role Function Categories

3

Item and Role Function Category	χ^2	df	P	Higher Group
<u>II - IMPLEMENTING INSTRUCTION</u>				
(Cont.)				+
67. Employ oral questioning techniques	5.68	3	.128	
69. Employ project method	2.43	3	.488	
II TOTAL				
<u>TEA - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	7.23	3	.065	
13. Identify personality patterns	3.34	3	.343	
27. Organize program review and evaluation	2.01	3	.570	
33. Construct tests re: objectives	14.50	3	.002	W-S
38. Administer diagnostic tests	3.45	3	.328	
59. Chart student progress	4.10	3	.250	
60. Identify emotional factors re: class	8.07	3	.045	W-S
62. Determine effectiveness of instruction	9.69	3	.021	W-S
73. Evaluate progress at training station	1.96	2	.375	
73a. Evaluate progress at learning center	13.85	3	.003	W-S
88. Identify emotional factors re: reading	12.09	3	.007	W-S
89. Identify intellectual factors re: reading	11.97	3	.008	W-S
90. Assess student reading level	7.39	3	.060	+
91. Diagnose reading problems	23.20	3	.000	W-S
94. Assess comprehension of math	14.44	3	.002	W-S
95. Devise alternative grading methods	0.73	3	.867	

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Comparison of Work-Study Coordinators with
Supervisors' Opinions for Work-Study Coordinators
by Role Function Categories

4

Item and Role Function Category	X ²	df	P	Higher Group
<u>EA - EVALUATION AND ASSESSMENT</u> (Cont.)				
97. Evaluate student reading progress	14.92	3	.002	+ W-S
98. Identify physical factors re: reading	19.63	3	.000	W-S
99. Administer diagnostic reading tests	18.31	3	.000	W-S
100. Diagnose reading difficulties	21.06	3	.000	W-S
101. Identify educational factors re: reading	14.47	3	.002	W-S
102. Interpret vocational interest tests	18.86	3	.000	Sup./W-S
102a. Interpret psychological tests	3.88	3	.275	
102b. Interpret educational tests	1.60	3	.660	
111. Assess individual's ability to modify own behavior	1.37	3	.714	
115. Construct tests re: objectives for special needs	-	-	-	
116. Give diagnostic tests to special needs students	-	-	-	
125. Assess reading levels of special needs students	-	-	-	
128. Assess ability of special needs students	-	-	-	
132a. Assess psychomotor skills of special needs students	-	-	-	
132b. Assess psychomotor skills of regular students	-	-	-	+
EA TOTAL				
AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost	2.65	3	.449	
4. Establish plan for in-service	14.29	3	.003	Sup./W-S
5. Assist students in scheduling	12.24	3	.007	W-S
7. Organize advisory committee	10.39	3	.016	Sup./W-S

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Comparison of Work-Study Coordinators with
Supervisors' Opinions for Work-Study Coordinators
by Role Function Categories

6

Item and Role Function Category	X ²	df	P	Higher Group +
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	7.23	3	.065	
129. Direct special needs students	-	-	-	
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	7.81	3	.050	W-S
26. Coordinate with law enforcement	7.70	3	.053	
76. Conduct home visitation	1.73	3	.630	
77. Conduct parent conference	4.75	3	.191	
80. Coordinate with participating schools	9.10	3	.028	Sup./W-S
85. Inform parents of responsibilities	1.59	2	.452	
113a. Conduct parent conference re: special students	-	-	-	
113b. Conduct parent conference re: regular students	-	-	-	
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	2.87	2	.238	
20. Develop a filing system	6.90	3	.075	
21. Compile records	2.94	3	.401	
61. Develop attendance recording system	3.49	3	.322	
RA TOTAL				+

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Comparison of Work-Study Coordinators with
Supervisors' Opinions for Work-Study Coordinators
by Role Function Categories

5

Item and Role Function Category	χ^2	df	P	Higher Group
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				+
17. Complete state reports	32.93	3	.000	Sup./W-S
18. Identify government guidelines	12.62	3	.006	Sup./W-S
19. Prepare a budget	7.97	3	.047	Sup./W-S
22. Establish transportation procedures	11.97	3	.008	Sup./W-S
45. Construct progress reporting system	-	-	-	-
75. Develop process for student selection	11.51	3	.009	Sup./W-S
87. Inform school officials of responsibilities	12.31	3	.006	Sup./W-S
110. Identify requirements of vocational programs	25.69	3	.000	Sup./W-S
122. Develop methods for mainstreaming	-	-	-	-
AS TOTAL				
<u>CG - COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	3.48	3	.323	+
57. Moderate discussion re: sensitive issues	2.92	3	.404	
104. Identify drug abuse symptoms	5.24	3	.155	Sup./W-S
105. Locate help for drug problems	11.09	3	.011	
106. Develop value clarification strategies	3.49	3	.322	
107. Demonstrate awareness of sound counseling	1.10	3	.776	Sup./W-S
107a. Use sound counseling techniques	2.56	3	.464	
108. Inform students of scholarshipships	22.31	3	.000	Sup./W-S
109. Conduct orientation for programs	31.36	3	.000	Sup./W-S

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Comparison of Work-Study Coordinators with
Supervisors' Opinions for Work-Study Coordinators
by Role Function Categories

7

Item and Role Function Category	X ²	df	P	Higher Group
<u>CM - CLASSROOM MANAGEMENT</u>				
53. Design classroom physical plan	4.57	3	.207	
55. Develop storage system	1.28	3	.734	
56. Develop work area cleaning schedule	11.61	3	.009	Sup./W-S
63. Utilize classroom facilities	3.85	3	.279	
CM TOTAL				
<u>EX - EXTRACURRICULAR ACTIVITIES</u>				
6. Organize club program	10.41	3	.015	Sup./W-S
<u>PR - PUBLIC RELATIONS</u>				
9. Develop presentation on philosophy and goals	4.04	3	.258	
11. Publicize program in school	1.24	3	.744	
12. Publicize program in community	6.40	2	.041	Sup./W-S
81. Develop public relations literature	16.84	3	.001	Sup./W-S
PR TOTAL				
<u>UNIONS</u>				
<u>EA/IP - EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING</u>				
92. Prescribe remedial math	13.81	3	.003	W-S
93. Prescribe remedial reading	16.38	3	.001	W-S
126. Prescribe remedial math for special needs students	-	-	-	
127. Prescribe remedial reading for special needs	-	-	-	+
EA/IP TOTAL				

Comparison of Work-Study Coordinators with
Supervisors' Opinions for Work-Study Coordinators
by Role Function Categories

8

Item and Role Function Category	χ^2	df	P	Higher Group
IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION				
2. Implement program modifications	1.98	3	.577	
24. Arrange field experiences	16.50	2	.000	Sup./W-S
35. Incorporate deductive thinking	4.39	3	.222	
36. Incorporate inductive thinking	3.95	3	.267	
39. Utilize diagnostic tests	4.68	3	.196	
40. Utilize A-V aids	2.47	3	.481	
42. Utilize achievement test results	4.86	3	.183	
46. Locate instructional materials	5.30	3	.151	
47. Select instructional materials	2.57	3	.463	
58. Prepare student activity schedule	4.58	3	.205	
79. Establish tutoring program	10.83	3	.013	W-S
96. Incorporate world of work into math	9.40	3	.024	W-S
114. Implement program modifications	-	-	-	
119. Locate instructional materials for special needs	-	-	-	
120. Select instructional materials for special needs	-	-	-	
131. Adapt curriculum/instruction for special needs	-	-	-	+
IP/II TOTAL				
II/CG - IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE				
14. Adjust program to suit student personalities	1.10	3	.778	
68. Employ role-playing	4.69	3	.196	
71. Utilize problem-solving	3.35	3	.341	
II/CG TOTAL				

601

600

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Comparison of Work-Study Coordinators with
Supervisors' Opinions for Work-Study Coordinators
by Role Function Categories

9

Item and Role Function Category	χ^2	df	P	Higher Group
QM/II - <u>CLASSROOM MANAGEMENT/</u> <u>IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	4.36	3	.225	
CG/CL - <u>COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u>				
86. Involve family	6.90	3	.075	
AS/CL - <u>ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	4.35	3	.227	
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	-	-	-	
118. Use achievement test results for special needs	-	-	-	
II/CL/IP TOTAL				

602

603

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Comparison of Work-Study Coordinators with
Supervisors' Opinions for Work-Study Coordinators
by Role Function Categories

10

Item and Role Function Category	X ²	df	P	Higher Group
IP/II/QM - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>	12.48	3	.006	W-S
54. Group students				+
CG/II/QM - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>	2.23	3	.526	
103. Devise problem-solving techniques				+

* Dashes indicate that the item was not administered to both groups.

Comparison of Work-Study Coordinators with High School EMR Teachers

by Role Function Categories

Items and Role Function Category	X ²	df	P	Higher Group
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	10.12	3	.018	W-S
16. Identify field trip sites	4.28	3	.233	
30. Develop local program objectives	17.89	3	.001	W-S
31. Estimate time for unit	9.54	3	.023	EMR
32. Develop unit plan	10.74	3	.013	EMR
34. Organize career education unit	1.31	3	.726	
37. Write behavioral objectives	9.45	3	.024	EMR
41. Incorporate business and industry	1.12	3	.773	
43. Develop course of study	5.63 ¹	3	.131	
44. Organize weekly plan	9.94	3	.019	EMR
48. Contact reading resources	13.89	3	.003	EMR
49. Construct lesson plan	7.61 ²	3	.055	
121a. Develop VoEd materials for special needs	-	-	-	
121b. Develop VoEd materials for regular students	-	-	-	
124. Develop training plans for special needs	-	-	-	
130. Develop IEPs	-	-	-	
IP TOTAL				
				+
CO - COORDINATION				
3. Research trends in business and industry	18.93	3	.000	W-S
3a. Survey trends in business and industry	38.38	3	.000	W-S
28. Conduct student follow-up studies	10.54	3	.015	W-S
29. Conduct employer appreciation program	7.83	3	.050	W-S
72. Construct procedure for job relocation	21.85	3	.000	W-S

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Comparison of Work-Study Coordinators with High School EMR Teachers

2

by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
CO - COORDINATION (Cont.)				
74. Identify entry level jobs in community	27.90	3	.000	W-S
78. Establish job placement policy	29.88	3	.000	W-S
82. Develop student training plans	14.26	3	.003	W-S
82a. Facilitate school and employer training	14.57	3	.002	W-S
83. Inform employer of student progress	3.56	3	.314	
84. Inform employers of responsibilities	12.23	3	.007	W-S
123. Identify entry level jobs for special needs	-	-	-	+

CO TOTAL

BF - BASIC EDUCATIONAL FOUNDATIONS/PREPARATION

4a. Establish plan for professional development

2.25 3 .522

II - IMPLEMENTING INSTRUCTION

50. Give a lecture
 51. Present demonstration
 64. Operate A-V equipment
 65. Implement team teaching
 66. Stimulate learning thru brainstorming

1.80 3 .615
 1.45 3 .694
 2.65 3 .449
 12.72 3 .005
 7.89 3 .048

EMR₃

608

609

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Comparison of Work-Study Coordinators with High School EMR Teachers

3

by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
<u>II - IMPLEMENTING INSTRUCTION</u>				
(Cont.)				
67. Employ oral questioning techniques	1.27	3	.736	
69. Employ project method	9.81	3	.020	EMR
II TOTAL				
<u>EA - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	9.90	3	.019	EMR
13. Identify personality patterns	3.49	3	.323	
27. Organize program review and evaluation	7.52	3	.057	
33. Construct tests re: objectives	6.20	3	.102	
38. Administer diagnostic tests	17.55	3	.001	EMR
59. Chart student progress	1.37	3	.713	
60. Identify emotional factors re: class	6.87	3	.076	
62. Determine effectiveness of instruction	6.46	3	.091	
73. Evaluate progress at training station	37.07	3	.000	W-S
73a. Evaluate progress at learning center	13.38	3	.004	W-S ⁺
88. Identify emotional factors re: reading	29.26	3	.000	EMR
89. Identify intellectual factors re: reading	27.57	3	.000	EMR
90. Assess student reading level	29.90	3	.000	EMR
91. Diagnose reading problems	44.58	3	.000	EMR
94. Assess comprehension of math	20.74	3	.000	EMR
95. Devise alternative grading methods	16.23	3	.001	EMR

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by Role Function Categories

Item and Role Function Category	χ^2	df	p	Higher Group
EA - EVALUATION AND ASSESSMENT (Cont.)				
97. Evaluate student reading progress	34.05	3	.000	EMR
98. Identify physical factors re: reading	20.56	3	.000	EMR
99. Administer diagnostic reading tests	32.73	3	.000	EMR +
100. Diagnose reading difficulties	31.58	3	.000	EMR
101. Identify educational factors re: reading	30.88	3	.000	EMR +
102. Interpret vocational interest tests	2.83	3	.418	
102a. Interpret psychological tests	6.38	3	.095	
102b. Interpret educational tests	4.47	3	.215	
111. Assess individual's ability to modify own behavior	1.13	3	.769	
115. Construct tests re: objectives for special needs	-	-	-	
116. Give diagnostic tests to special needs students	-	-	-	
125. Assess reading levels of special needs students	-	-	-	
128. Assess ability of special needs students	-	-	-	
132a. Assess psychomotor skills of special needs students	-	-	-	
132b. Assess psychomotor skills of regular students	-	-	-	
EA TOTAL				
AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost	4.94	3	.176	
4. Establish plan for in-service	2.15	3	.542	
5. Assist students in scheduling	1.84	3	.606	
7. Organize advisory committee	8.72	3	.033	W-S

by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				
17. Complete state reports	4.89	3	.180	
18. Identify government guidelines	6.59	3	.086	
19. Prepare a budget	6.19	3	.103	
22. Establish transportation procedures	33.95	3	.000	W-S
45. Construct progress reporting system	-	-	-	
75. Develop process for student selection	14.57	3	.002	W-S
87. Inform school officials of responsibilities	4.22	3	.239	
110. Identify requirements of vocational programs	3.39	3	.335	
122. Develop methods for mainstreaming	-	-	-	
AS TOTAL				
<u>CG - COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	11.57	3	.009	W-S
57. Moderate discussion re: sensitive issues	2.13	3	.546	
104. Identify drug abuse symptoms	9.82	3	.020	EMR
105. Locate help for drug problems	10.68	3	.014	EMR
106. Develop value clarification strategies	1.82	3	.611	
107. Demonstrate awareness of sound counseling	3.56	3	.313	
107a. Use sound counseling techniques	2.46	3	.483	
108. Inform students of scholarshipships	3.47	3	.324	
109. Conduct orientation for programs	7.54	3	.057	

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by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	4.69	3	.196	
129. Direct special needs students	-	-	-	
CG TOTAL				+ +
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	9.61	3	.022	W-S
26. Coordinate with law enforcement	1.42	3	.701	
76. Conduct home visitation	24.02	3	.000	W-S
77. Conduct parent conference	2.76	3	.431	
80. Coordinate with participating schools	15.40	3	.002	W-S
85. Inform parents of responsibilities	4.15	3	.246	
113a. Conduct parent conference re: special students	-	-	-	
113b. Conduct parent conference re: regular students	-	-	-	
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	23.53	2	.000	W-S
20. Develop a filing system	19.25	3	.000	W-S
21. Compile records	18.39	3	.000	W-S
61. Develop attendance recording system	10.78	3	.013	W-S
RA TOTAL				

RA TOTAL

617

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by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
CM - CLASSROOM MANAGEMENT				
53. Design classroom physical plan	18.78	3	.000	EMR
55. Develop storage system	3.63	3	.305	
56. Develop work area cleaning schedule	1.82	3	.611	
63. Utilize classroom facilities	10.01	3	.018	EMR
CM TOTAL				
EX - EXTRACURRICULAR ACTIVITIES				
6. Organize club program	3.20	3	.362	
PR - PUBLIC RELATIONS				
9. Develop presentation on philosophy and goals	8.76	3	.033	W-S
11. Publicize program in school	6.49	3	.090	
12. Publicize program in community	23.14	3	.000	W-S
81. Develop public relations literature	19.12	3	.000	W-S
PR TOTAL				
UNIONS				
EA/IP - EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING				
92. Prescribe remedial math	34.80	3	.000	EMR
93. Prescribe remedial reading	39.18	3	.000	EMR
126. Prescribe remedial math for special needs students	-	-	-	
127. Prescribe remedial reading for special needs	-	-	-	
EA/IP TOTAL				

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618

by Role Function Categories

Item	and Role Function Category	χ^2	df	P	Higher Group
IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION					
2.	Implement program modifications	2.40	3	.494	+
24.	Arrange field experiences	7.68	3	.053	
35.	Incorporate deductive thinking	7.70	3	.053	
36.	Incorporate inductive thinking	7.26	3	.064	+
39.	Utilize diagnostic tests	3.78	3	.287	
40.	Utilize A-V aids	5.36	3	.147	
42.	Utilize achievement test results	1.56	3	.668	
46.	Locate instructional materials	6.04	3	.110	
47.	Select instructional materials	6.30	3	.098	
58.	Prepare student activity schedule	3.66	3	.301	
70.	Establish tutoring program	0.56	3	.906	
96.	Incorporate world of work into math	6.28	3	.099	
114.	Implement program modifications	-	-	-	
119.	Locate instructional materials for special needs	-	-	-	
120.	Select instructional materials for special needs	-	-	-	
131.	Adapt curriculum/instruction for special needs	-	-	-	
IP/II TOTAL					
II/CG - IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE					
14.	Adjust program to suit student personalities	1.33	3	.722	
68.	Employ role-playing	7.48	3	.058	
71.	Utilize problem-solving	0.78	3	.854	
II/CG TOTAL					

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by Role Function Categories

Item and Role Function Category	χ^2	df	p	Higher Group
CM/II - CLASSROOM MANAGEMENT/ <u>IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	0.74	3	.865	
CG/CL - <u>COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u>				
86. Involve family	5.06	3	.167	
AS/CL - <u>ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	2.51	3	.473	
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	-	-	-	
118. Use achievement test results for special needs	-	-	-	
II/CL/IP TOTAL				

Comparison of Work-Study Coordinators with High School EMR Teachers

10

by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
IP/11/Q1 - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>				
54. Group students	2.62	3	.454	+
CG/11/Q1 - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>				
103. Devise problem-solving techniques	1.41	3	.704	

- 1 The item wording differed slightly for the two groups, but the item meaning was essentially the same.
- 2 Dashes indicate that the item was not administered to both groups.
- 3 Although the distribution of scores is significantly different, the means of the two groups are the same.

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625

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Comparison of EMR Teachers with Vocational Special Education
Coordinators' Opinions for EMR Teachers
by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	0.96	3	.811	EMR
16. Identify field trip sites	16.06	3	.001	
30. Develop local program objectives	2.20	3	.533	
31. Estimate time for unit	12.78	3	.005	Coord/Teacher
32. Develop unit plan	5.51	3	.138	
34. Organize career education unit	0.48	3	.922	
37. Write behavioral objectives	8.22	3	.042	Coord/Teacher
41. Incorporate business and industry	3.45	3	.327	
43. Develop course of study	1.83	3	.608	
44. Organize weekly plan	13.08	3	.005	Coord/Teacher
48. Contact reading resources	2.60	3	.457	
49. Construct lesson plan	10.38	3	.016	Coord/Teacher
121a. Develop VoEd materials for special needs	25.75	3	.000	EMR
121b. Develop VoEd materials for regular students	44.97	3	.000	EMR
124. Develop training plans for special needs	21.44	3	.000	EMR
130. Develop IEPs	5.97	3	.113	+
IP TOTAL				
				+
CO - COORDINATION				
3. Research trends in business and industry	7.76	3	.051	
3a. Survey trends in business and industry	5.52	3	.137	
28. Conduct student follow-up studies	17.68	3	.001	EMR
29. Conduct employer appreciation program	29.58	3	.000	EMR
72. Construct procedure for job relocation	11.65	3	.009	EMR

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Comparison of EMR Teachers with Vocational and Special Education
Coordinators' Opinions for EMR Teachers
by Role Function Categories

2

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Item and Role Function Category	X ²	df	P	Higher Group
CO - COORDINATION (Cont.)				
74. Identify entry level jobs in community	9.14	3	.027	EMR
78. Establish job placement policy	24.65	3	.000	EMR
82. Develop student training plans	15.48	3	.002	EMR
82a. Facilitate school and employer training	45.29	3	.000	EMR
83. Inform employer of student progress	23.33	3	.000	EMR
84. Reform employers of responsibilities	34.10	3	.000	EMR
123. Identify entry level jobs for special needs	28.73	3	.000	EMR

CO TOTAL

BP - BASIC EDUCATIONAL FOUNDATIONS/PREPARATION

4a. Establish plan for professional development

6.19 3 .103

II - IMPLEMENTING INSTRUCTION

50. Give a lecture	13.35	3	.004	Coord/Teacher
51. Present demonstration	0.80	3	.849	
64. Operate A-V equipment	6.49	3	.090	
65. Implement team teaching	2.51	3	.473	
66. Stimulate learning thru brainstorming	4.47	3	.215	

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Comparison of EMR Teachers with Vocational
Coordinators' Opinions for EMR Teachers
by Role Function Categories

7

Item and Role Function Category	χ^2	df	P	Higher Group
<u>CM - CLASSROOM MANAGEMENT</u>				
53. Design classroom physical plan	7.33	3	.062	
55. Develop storage system	5.09	3	.165	
56. Develop work area cleaning schedule	6.75	3	.080	
63. Utilize classroom facilities	3.64	3	.303	
CM TOTAL				
<u>EX - EXTRACURRICULAR ACTIVITIES</u>				
6. Organize club program	5.07	3	.166	
<u>PR - PUBLIC RELATIONS</u>				
9. Develop presentation on philosophy and goals	9.04	3	.029	EMR
11. Publicize program in school	9.22	3	.027	EMR
12. Publicize program in community	19.05	3	.000	EMR
81. Develop public relations literature	17.77	3	.001	EMR
PR TOTAL				+
<u>UNIONS</u>				
<u>EA/IP - EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING</u>				
92. Prescribe remedial math	8.26	3	.041	EMR
93. Prescribe remedial reading	13.00	3	.005	EMR
126. Prescribe remedial math for special needs students	7.09	3	.069	
127. Prescribe remedial reading for special needs	8.23	3	.042	EMR
EA/IP TOTAL				

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Comparison of EMR Teachers with Vocational Special Education
Coordinators' Opinions for EMR Teachers
by Role Function Categories

10

Item and Role Function Category	χ^2	df	P	Higher Group
IP/II/Q1 - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>				
54. Group students	5.14	3	.162	
CG/II/Q1 - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION</u> <u>CLASSROOM MANAGEMENT</u>				
103. Devise problem-solving techniques	0.40	3	.940	

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Comparison of Vocational Educators with Vocational Special Education
Coordinators' Opinions for Their Present Coordinator Position
by Role Function Categories

2

Item and Role Function Category	X ²	df	P	Higher Group
CO - COORDINATION (Cont.)				
74. Identify entry level jobs in community	4.49	3	.214	
78. Establish job placement policy	35.39	3	.000	Voed
82. Develop student training plans	8.92	3	.030	Voed
82a. Facilitate school and employer training	24.36	3	.000	Voed
83. Inform employer of student progress	24.14	3	.000	Voed
84. Inform employers of responsibilities	43.40	3	.000	Voed
123. Identify entry level jobs for special needs	2.67	3	.446	
CO TOTAL				
				+
BP - BASIC EDUCATIONAL FOUNDATIONS/PREPARATION				
4a. Establish plan for professional development	3.03	3	.387	
II - IMPLEMENTING INSTRUCTION				
50. Give a lecture	70.43	3	.000	+Voed
51. Present demonstration	65.57	3	.000	Voed
64. Operate A-V equipment	105.20	3	.000	Voed
65. Implement team teaching	15.63	3	.001	Voed
66. Stimulate learning thru brainstorming	26.05	3	.000	Voed

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Comparison of Vocational Educators with Vocational Special Education
Coordinators' Opinions for Their Present Coordinator Position
by Role Function Categories

4

Item and Role Function Category	X ²	df	P	Higher Group
EA - EVALUATION AND ASSESSMENT (Cont.)				
97. Evaluate student reading progress	3.35	3	.341	
98. Identify physical factors re: reading	5.84	3	.120	
99. Administer diagnostic reading tests	6.17	3	.104	
100. Diagnose reading difficulties	8.16	3	.043	Voed
101. Identify educational factors re: reading	3.39	3	.335	
102. Interpret vocational interest tests	12.96	3	.005	Coord/Coord.
102a. Interpret psychological tests	10.27	3	.016	Coord/Coord.
102b. Interpret educational tests	13.02	3	.005	Coord/Coord.
111. Assess individual's ability to modify own behavior	0.85	3	.837	
115. Construct tests re: objectives for special needs	0.96	3	.812	
116. Give diagnostic tests to special needs students	1.27	3	.736	
125. Assess reading levels of special needs students	1.62	3	.656	
128. Assess ability of special needs students	5.99	3	.112	
132a. Assess psychomotor skills of special needs students	0.63	3	.890	
132b. Assess psychomotor skills of regular students	115.69	3	.000	Voed
EA TOTAL				
	64.98	3	.000	Voed
	16.57	3	.001	Coord/Coord.
	1.46	3	.692	
	12.66	3	.005	Voed
AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost				
4. Establish plan for in-service				
5. Assist students in scheduling				
7. Organize advisory committee				

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Comparison of Vocational Educators with Vocational Special Education
Coordinators' Opinions for Their Present Coordinator Position
by Role Function Categories

6

Item and Role Function Category	X ²	df	P	Higher Group
<u>XG - COUNSELING AND GUIDANCE</u>				
112. Direct students into (Cont.) alternative programs	14.53	3	.002	Coord/Coord.
129. Direct special needs students	6.95	3	.073	
XG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	19.65	3	.000	Coord/Coord.
26. Coordinate with law enforcement	1.57	3	.666	
76. Conduct home visitation	3.35	3	.341	
77. Conduct parent conference	35.34	3	.000	Coord/Coord.
80. Coordinate with participating schools	49.35	3	.000	Coord/Coord. +
85. Inform parents of responsibilities	1.38	3	.710	
113a. Conduct parent conference re: special students	33.88	3	.000	Coord/Coord.
113b. Conduct parent conference re: regular students	114.83	3	.000	Voed
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	24.22	3	.000	Coord/Coord. +
20. Develop a filing system	7.84	3	.049	Coord/Coord.
21. Compile records	9.49	3	.023	Coord/Coord.
61. Develop attendance recording system	102.44	3	.000	Voed

RA TOTAL

636

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Comparison of Vocational Educators with Vocational Special Education
Coordinators' Opinions for Their Present Coordinator Position
by Role Function Categories

7

Item and Role Function Category	χ^2	df	P	Higher Group
<u>CM - CLASSROOM MANAGEMENT</u>				
53. Design classroom physical plan	55.50	3	.000	Voed
55. Develop storage system	44.31	3	.000	Voed
56. Develop work area cleaning schedule	142.85	3	.000	Voed
63. Utilize classroom facilities	88.03	3	.000	Voed
CM TOTAL				
<u>EX - EXTRACURRICULAR ACTIVITIES</u>				
6. Organize club program	71.77	3	.000	Voed
<u>PR - PUBLIC RELATIONS</u>				
9. Develop presentation on philosophy and goals	10.35	3	.016	Coord/Coord.
11. Publicize program in school	32.42	3	.000	Voed
12. Publicize program in community	20.53	3	.000	Voed
81. Develop public relations literature	1.43	3	.699	
PR TOTAL				
<u>UNIONS</u>				
<u>EA/IP - EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING</u>				
92. Prescribe remedial math	0.86	3	.834	
93. Prescribe remedial reading	3.85	3	.278	
126. Prescribe remedial math for special needs students	4.00	3	.261	
127. Prescribe remedial reading for special needs	5.04	3	.169	

EA/IP TOTAL

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Comparison of Vocational Educators with Vocational Special Education
Coordinators' Opinions for Their Present Coordinator Position
by Role Function Categories

8

Item and Role Function Category	χ^2	df	P	Higher Group
<u>IP/II - INSTRUCTIONAL PLANNING/IMPLEMENTING INSTRUCTION</u>				
2. Implement program modifications	37.10	3	.000	Coord/Coord.
24. Arrange field experiences	74.93	3	.000	Voed
35. Incorporate deductive thinking	38.83	3	.000	Voed
36. Incorporate inductive thinking	36.00	3	.000	Voed
39. Utilize diagnostic tests	12.14	3	.007	Coord/Coord.
40. Utilize A-V aids	73.24	3	.000	Voed
42. Utilize achievement test results	13.33	3	.004	Coord/Coord.
46. Locate instructional materials	17.57	3	.001	Voed
47. Select instructional materials	61.24	3	.000	Voed
58. Prepare student activity schedule	67.07	3	.000	Voed
70. Establish tutoring program	25.77	3	.000	Coord/Coord.
96. Incorporate world of work into math	5.38	3	.146	
114. Implement program modifications	31.70	3	.000	Coord/Coord.
119. Locate instructional materials for special needs	6.91	3	.075	
120. Select instructional materials for special needs	7.68	3	.053	
131. Adapt curriculum/instruction for special needs	15.71	3	.001	Coord/Coord.
IP/II TOTAL				
				*
<u>II/CG - IMPLEMENTING INSTRUCTIONAL/COUNSELING AND GUIDANCE</u>				
14. Adjust program to suit student personalities	1.48	3	.687	
68. Employ role-playing	28.08	3	.000	Voed
71. Utilize problem-solving	7.41	3	.060	
II/CG TOTAL				

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Comparison of Vocational Educators with Vocational Special Education
Coordinators' Opinions for Their Present Coordinator Position
by Role Function Categories *

9

Item and Role Function Category	χ^2	df	p	Higher Group
CM/II - <u>CLASSROOM MANAGEMENT/</u> <u>IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	0.27	3	.965	
CG/CL - <u>COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u>				
86. Involve family	3.32	3	.346	
AS/CL - <u>ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	38.22	3	.000	Coord/Coord.
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	15.15	3	.002	Coord/Coord.
118. Use achievement test results for special needs	18.11	3	.000	Coord/Coord.
II/CL/IP TOTAL				

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Comparison of Vocational Educators with Vocational Special Education
Coordinators' Opinions for Their Present Coordinator Position
by Role Function Categories

10

Item and Role Function Category	χ^2	df	P	Higher Group
IP/II/Q1 - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>	32.53	3	.000	Voed
54. Group students				
CG/II/Q1 - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>	8.36	3	.039	Coord/Coord.
103. Devise problem-solving techniques				

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Comparison of Work-Study Coordinators with Vocational Special Education
Coordinators' Opinions for Their Present Position
by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
<u>IP - INSTRUCTIONAL PLANNING</u>				
15. Identify resource people	8.19	2	.017	Coord/Coord.
16. Identify field trip sites	45.26	3	.000	W-S
30. Develop local program objectives	6.19	3	.103	
31. Estimate time for unit	5.52	3	.137	
32. Develop unit plan	13.01	3	.005	W-S
34. Organize career education unit	24.80	3	.000	W-S
37. Write behavioral objectives	6.72	3	.081	
41. Incorporate business and industry	3.14	3	.371	
43. Develop course of study	16.81 ¹	3	.001	W-S
44. Organize weekly plan	15.75	3	.001	W-S
48. Contact reading resources	11.66	3	.009	Coord/Coord.
49. Construct lesson plan	9.79 ²	3	.021	W-S
121a. Develop VoEd materials for special needs	-	-	-	
121b. Develop VoEd materials for regular students	-	-	-	
124. Develop training plans for special needs	-	-	-	
130. Develop IEPs	-	-	-	
IP TOTAL				
<u>CO - COORDINATION</u>				
3. Research trends in business and industry	8.84	3	.032	W-S
3a. Survey trends in business and industry	9.11	3	.028	W-S
28. Conduct student follow-up studies	3.02	3	.388	
29. Conduct employer appreciation program	36.88	3	.000	W-S
72. Construct procedure for job relocation	39.23	3	.000	W-S

Comparison of Work-Study Coordinators with Vocational Special Education
Coordinators' Opinions for Their Present Position
by Role Function Categories

2

Item and Role Function Category	X ²	df	P	Higher Group
<u>OO - COORDINATION (Cont.)</u>				
74. Identify entry level jobs in community	15.91	3	.001	W-S
78. Establish job placement policy	49.54	3	.000	W-S
82. Develop student training plans	12.09	3	.007	W-S
82a. Facilitate school and employer training	38.96	3	.000	W-S
83. Inform employer of student progress	15.97	3	.001	W-S
84. Inform employers of responsibilities	49.90	3	.000	W-S
123. Identify entry level jobs for special needs	-	-	-	
OO TOTAL				
<u>BF - BASIC EDUCATIONAL FOUNDATIONS/PREPARATION</u>				
4a. Establish plan for professional development	3.50	3	.320	+ +
<u>II - IMPLEMENTING INSTRUCTION</u>				
50. Give a lecture	1.16	3	.762	
51. Present demonstration	5.68	3	.128	
64. Operate A-V equipment	14.74	3	.002	W-S
65. Implement team teaching	2.57	3	.463	
66. Stimulate learning thru brainstorming	10.89	3	.012	W-S

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Comparison of Work-Study Coordinators with Vocational Special Education
Coordinators' Opinions for Their Present Position
by Role Function Categories

3

Item and Role Function Category	χ^2	df	P	Higher Group
<u>II - IMPLEMENTING INSTRUCTION</u>				
(Cont.)				
67. Employ oral questioning techniques	1.75	3	.625	
69. Employ project method	5.03	3	.170	
II TOTAL				
<u>EA - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	1.18	3	.759	
13. Identify personality patterns	0.36	3	.949	
27. Organize program review and evaluation	7.59	3	.055	
33. Construct tests re: objectives	4.64	3	.200	
38. Administer diagnostic tests	1.78	3	.619	
59. Chart student progress	1.04	3	.791	
60. Identify emotional factors re: class	1.30	3	.730	
62. Determine effectiveness of instruction	3.13	3	.373	
73. Evaluate progress at training station	30.13	3	.000	W-S
73a. Evaluate progress at learning center	17.53	3	.001	W-S
88. Identify emotional factors re: reading	2.16	3	.540	
89. Identify intellectual factors re: reading	3.34	3	.343	
90. Assess student reading level	3.76	3	.289	
91. Diagnose reading problems	4.81	3	.187	
94. Assess comprehension of math	1.00	3	.802	
95. Devise alternative grading methods	13.59	3	.004	Coord/Coord.

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Comparison of Work-Study Coordinators with Vocational Special Education
Coordinators' Opinions for Their Present Position
by Role Function Categories

5

Item and Role Function Category	X ²	df	P	Higher Group
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				
17. Complete state reports	8.98	3	.030	Coord/Coord.
18. Identify government guidelines	4.35	3	.226	
19. Prepare a budget	5.76	3	.124	
22. Establish transportation procedures	27.58	3	.000	W-S
45. Construct progress reporting system	-	-	-	
75. Develop process for student selection	8.33	3	.040	W-S
87. Inform school officials of responsibilities	5.92	3	.116	
110. Identify requirements of vocational programs	17.03	3	.001	Coord/Coord.
122. Develop methods for mainstreaming	-	-	-	
AS TOTAL				
<u>CG - COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	2.58	3	.462	
57. Moderate discussion re: sensitive issues	7.66	3	.054	
104. Identify drug abuse symptoms	5.40	3	.145	
105. Locate help for drug problems	9.85	3	.020	W-S
106. Develop value clarification strategies	4.01	3	.260	
107. Demonstrate awareness of sound counseling	2.41	3	.491	
107a. Use sound counseling techniques	3.87	3	.276	
108. Inform students of scholarshipships	5.72	3	.126	
109. Conduct orientation for programs	14.27	3	.003	Coord/Coord.

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Comparison of Work-Study Coordinators with Vocational Special Education
Coordinators' Opinions for Their Present Position
by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	7.99	3	.046	Coord/Coord.
129. Direct special needs students	-	-	-	
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	7.07	3	.070	
26. Coordinate with law enforcement	6.57	3	.087	
76. Conduct home visitation	26.90	3	.000	W-S
77. Conduct parent conference	9.81	3	.020	Coord*Coord.
80. Coordinate with participating schools	7.02	3	.071	
85. Inform parents of responsibilities	11.59	3	.009	W-S
113a. Conduct parent conference re: special students	-	-	-	+
113b. Conduct parent conference re: regular students	-	-	-	
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	4.27	3	.234	
20. Develop a filing system	5.18	3	.159	
21. Compile records	1.68	2	.431	
61. Develop attendance recording system	9.46	3	.024	W-S

RA TOTAL

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Comparison of Work-Study Coordinators with Vocational
Coordinators' Opinions for Their Present Position
by Role Function Categories

7

Item and Role Function Category	X ²	df	P	Higher Group
<u>CM - CLASSROOM MANAGEMENT</u>				
53. Design classroom physical plan	3.09	3	.378	
55. Develop storage system	1.59	3	.662	
56. Develop work area cleaning schedule	13.37	3	.004	W-S
63. Utilize classroom facilities	6.11	3	.106	
CM TOTAL				
<u>EX - EXTRACURRICULAR ACTIVITIES</u>				
6. Organize club program	8.52	3	.037	W-S
<u>PR - PUBLIC RELATIONS</u>				
9. Develop presentation on philosophy and goals	0.78	3	.855	
11. Publicize program in school	14.49	3	.002	W-S
12. Publicize program in community	22.05	3	.000	W-S
81. Develop public relations literature	4.89	3	.180	
PR TOTAL				
<u>UNIONS</u>				
<u>EA/IP - EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING</u>				
92. Prescribe remedial math	4.19	3	.242	
93. Prescribe remedial reading	4.35	3	.226	
126. Prescribe remedial math for special needs students	-	-	-	
127. Prescribe remedial reading for special needs	-	-	-	
EA/IP TOTAL				

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Comparison of Work-Study Coordinators with Vocational Special Education
Coordinators' Opinions for Their Present Position
by Role Function Categories

8

Item and Role Function Category	X ²	df	P	Higher Group
<u>IP/II - INSTRUCTIONAL PLANNING/</u>				
<u>IMPLEMENTING INSTRUCTION</u>				
2. Implement program modifications	14.70	3	.002	Coord/Coord.
24. Arrange field experiences	44.30	3	.000	W-S
35. Incorporate deductive thinking	6.99	3	.072	
36. Incorporate inductive thinking	10.75	3	.013	W-S
39. Utilize diagnostic tests	2.92	3	.404	
40. Utilize A-V aids	4.31	3	.230	
42. Utilize achievement test results	4.53	3	.209	*
46. Locate instructional materials	2.57	3	.462	
47. Select instructional materials	2.42	3	.490	
58. Prepare student activity schedule	13.75	3	.003	W-S
70. Establish tutoring program	8.61	3	.035	Coord/Coord.
96. Incorporate world of work into math	5.46	3	.141	
114. Implement program modifications	--	-	-	*
119. Locate instructional materials for special needs	-	-	-	
120. Select instructional materials for special needs	-	-	-	
131. Adapt curriculum/instruction for special needs	-	-	-	
IP/II TOTAL				
<u>II/CG - IMPLEMENTING INSTRUCTIONAL/</u>				
<u>COUNSELING AND GUIDANCE</u>				
14. Adjust program to suit student personalities	2.73	3	.435	
68. Employ role-playing	28.33	3	.000	W-S
71. Utilize problem-solving	2.43	3	.488	
II/CG TOTAL				

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Comparison of Work-Study Coordinators with Vocational
Coordinators' Opinions for Their Present Position
by Role Function Categories

9

Item and Role Function Category	X ²	df	P	Higher Group
CM/II - <u>CLASSROOM MANAGEMENT/</u> <u>IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	1.80	3	.614	
CG/CL - <u>COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u>				
86. Involve family	1.05	3	.790	
AS/CL - <u>ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	5.52	3	.138	
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	-	-	-	
118. Use achievement test results for special needs	-	-	-	
II/CL/IP TOTAL				

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Comparison of Work-Study Coordinators with Vocational Special Education
Coordinators' Opinions for Their Present Position
by Role Function Categories

10

Item and Role Function Category	X ²	df	P	Higher Group
IP/II/CM - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>	4.44	3	.218	
54. Group students				
CG/II/CM - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION</u> <u>CLASSROOM MANAGEMENT</u>	4.58	3	.206	+
103. Devise problem-solving techniques				+

- ¹ The item wording differed slightly for the two groups, but the item meaning was essentially the same.
- ² Dashes indicate that the item was not administered to both groups.

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Comparison of Vocational Education with OWE Teachers

by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
<u>IP - INSTRUCTIONAL PLANNING</u>				
15. Identify resource people	3.01	3	.391	OWE
16. Identify field trip sites	8.44	3	.038	
30. Develop local program objectives	2.62	3	.455	
31. Estimate time for unit	74.22	3	.000	VOED
32. Develop unit plan	27.51	3	.000	VOED
34. Organize career education unit	20.22	3	.000	OWE
37. Write behavioral objectives	15.71	3	.001	VOED
41. Incorporate business and industry	8.78	3	.032	VOED
43. Develop course of study	60.11 ¹	3	.000	VOED
44. Organize weekly plan	16.16	3	.001	VOED
48. Contact reading resources	3.17	3	.366	
49. Construct lesson plan	45.80 ²	3	.000	VOED
121a. Develop VoEd materials for special needs	-	-	-	
121b. Develop VoEd materials for regular students	-	-	-	
124. Develop training plans for special needs	-	-	-	
130. Develop IEPs	-	-	-	
IP TOTAL				
<u>CO - COORDINATION</u>				
3. Research trends in business and industry	51.60	3	.000	VOED
3a. Survey trends in business and industry	-	-	-	
28. Conduct student follow-up studies	2.09	3	.553	
29. Conduct employer appreciation program	32.68	3	.000	OWE
72. Construct procedure for job relocation	39.39	3	.000	VOED

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Comparison of Vocational Education with OWE Teachers

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by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
CO - COORDINATION (Cont.)				
74. Identify entry level jobs in community	2.61	3	.456	
78. Establish job placement policy	20.44	3	.000	+OWE
82. Develop student training plans	27.54	3	.000	VOED
82a. Facilitate school and employer training	-	-	-	
83. Inform employer of student progress	12.77	3	.005	OWE -
84. Inform employers of responsibilities	20.93	3	.000	OWE
123. Identify entry level jobs for special needs	-	-	-	
CO TOTAL				
BF - BASIC EDUCATIONAL FOUNDATIONS/PREPARATION				
4a. Establish plan for professional development	-	-	-	
II - IMPLEMENTING INSTRUCTION				
50. Give a lecture	148.26	3	.000	VOED
51. Present demonstration	127.40	3	.000	VOED
64. Operate A-V equipment	8.12	3	.044	OWE
65. Implement team teaching	0.69	3	.875	
66. Stimulate learning thru brainstorming	20.54	3	.000	OWE

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Comparison of Vocational Education with OWE Teachers

3

by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
II - IMPLEMENTING INSTRUCTION				
(Cont.)				
67. Employ oral questioning techniques	7.05	3	.070	
69. Employ project method	63.35	3	.000	VOED
II TOTAL				
EA - EVALUATION AND ASSESSMENT				
10. Identify learning disabilities	43.15	3	.000	OWE
13. Identify personality patterns	15.24	3	.002	OWE
27. Organize program review and evaluation	10.19 ¹	3	.017	VOED
33. Construct tests re: objectives	56.92	3	.000	VOED
38. Administer diagnostic tests	19.59	3	.000	VOED
59. Chart student progress	20.48	3	.000	VOED
60. Identify emotional factors re: class	1.38	3	.709	
62. Determine effectiveness of instruction	24.91	3	.000	VOED
73. Evaluate progress at training station	5.65 ¹	3	.130	
73a. Evaluate progress at learning center	-	-	-	
88. Identify emotional factors re: reading	7.59	3	.459	
89. Identify intellectual factors re: reading	2.95	3	.399	
90. Assess student reading level	6.69	3	.082	
91. Diagnose reading problems	0.52	3	.914	
94. Assess comprehension of math	0.72	3	.870	
95. Devise alternative grading methods	3.02	3	.388	

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Comparison of Vocational Education with OWE Teachers

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by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
<u>EA - EVALUATION AND ASSESSMENT</u>				
(Cont.)				
97. Evaluate student reading progress	7.59	3	.055	
98. Identify physical factors re: reading	4.54	3	.209	
99. Administer diagnostic reading tests	2.43	3	.487	
100. Diagnose reading difficulties	11.43	3	.010	OWE
101. Identify educational factors re: reading	8.69	3	.034	OWE
102. Interpret vocational interest tests	18.28	3	.000	OWE +
102a. Interpret psychological tests	-	-	-	
102b. Interpret educational tests	-	-	-	
111. Assess individual's ability to modify own behavior	8.36	3	.039	OWE
115. Construct tests re: objectives for special needs	-	-	-	
116. Give diagnostic tests to special needs students	-	-	-	
125. Assess reading levels of special needs students	-	-	-	
128. Assess ability of special needs students	-	-	-	
132a. Assess psychomotor skills of special needs students	-	-	-	
132b. Assess psychomotor skills of regular students	-	-	-	
EA TOTAL				
AS - ADMINISTRATION AND SUPERVISION				
1. Estimate materials' cost	55.79	3	.000	VOED
4. Establish plan for in-service	4.98	3	.174	
5. Assist students in scheduling	86.05	3	.000	OWE
7. Organize advisory committee	40.32	3	.000	VOED

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Comparison of Vocational Education with OWE Teachers

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by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				
17. Complete state reports	12.76	3	.005	OWE
18. Identify government guidelines	30.28	3	.000	OWE
19. Prepare a budget	14.41	3	.002	VOED
22. Establish transportation procedures	41.91	3	.000	OWE
45. Construct progress reporting system	3.74	3	.291	
75. Develop process for student selection	35.42	3	.000	OWE
87. Inform school officials of responsibilities	8.06	3	.045	OWE
110. Identify requirements of vocational programs	8.35	3	.039	VOED
122. Develop methods for mainstreaming	-	-	-	
AS TOTAL				
<u>CG - COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	41.27	3	.000	OWE
57. Moderate discussion re: sensitive issues	17.64	3	.001	OWE
104. Identify drug abuse symptoms	5.95	3	.114	*
105. Locate help for drug problems	7.39	3	.060	
106. Develop value clarification strategies	10.74	3	.013	OWE
107. Demonstrate awareness of sound counseling techniques	-	-	-	
107a. Use sound counseling techniques	-	-	-	
108. Inform students of scholarshipships	86.14	3	.000	VOED
109. Conduct orientation for programs	22.04	3	.000	VOED

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Comparison of Vocational Education with OWE Teachers

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by Role Function Categories *

Item and Role Function Category	X ²	df	P	Higher Group
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	19.82	3	.000	OWE
129. Direct special needs students	-	-	-	
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	16.30	3	.001	OWE
26. Coordinate with law enforcement	120.82	3	.000	OWE
76. Conduct home visitation	129.35	3	.000	OWE
77. Conduct parent conference	14.53	3	.002	OWE
80. Coordinate with participating schools	0.68	3	.878	
85. Inform parents of responsibilities	2.27	3	.518	
113a. Conduct parent conference re: special students	-	-	-	
113b. Conduct parent conference re: regular students	-	-	-	
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	55.16	3	.000	OWE
20. Develop a filing system	5.11	3	.164	
21. Compile records	17.16	3	.001	OWE
61. Develop attendance recording system	1.14	3	.768	
RA TOTAL				

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Comparison of Vocational Education with OWE Teachers

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by Role Function Categories

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Item and Role Function Category	X ²	df	P	Higher Group
<u>CM - CLASSROOM MANAGEMENT</u>				
53. Design classroom physical plan	8.82	3	.032	VOED
55. Develop storage system	16.17	3	.001	VOED
56. Develop work area cleaning schedule	148.01	3	.000	VOED
63. Utilize classroom facilities	12.46	3	.006	VOED
CM TOTAL				
<u>EX - EXTRACURRICULAR ACTIVITIES</u>				
6. Organize club program	5.07	3	.167	
<u>PR - PUBLIC RELATIONS</u>				
9. Develop presentation on philosophy and goals	7.41	3	.060	
11. Publicize program in school	6.12	3	.106	
12. Publicize program in community	0.93	3	.819	
81. Develop public relations literature	4.06	3	.255	
PR TOTAL				
<u>UNIONS</u>				
<u>EA/IP - EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING</u>				
92. Prescribe remedial math	4.85	3	.183	
93. Prescribe remedial reading	6.83	3	.078	
126. Prescribe remedial math for special needs students	-	-	-	
127. Prescribe remedial reading for special needs	-	-	-	
EA/IP TOTAL				

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Comparison of Vocational Education with OWE Teachers

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by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
<u>IP/II - INSTRUCTIONAL PLANNING/</u>				
<u>IMPLEMENTING INSTRUCTION</u>				
2. Implement program modifications	4.02	3	.260	
24. Arrange field experiences	4.47	3	.215	
35. Incorporate deductive thinking	40.40	3	.000	VOED
36. Incorporate inductive thinking	22.84	3	.000	VOED
39. Utilize diagnostic tests	4.11	3	.250	
40. Utilize A-V aids	8.99	3	.029	OWE
42. Utilize achievement test results	0.17	3	.983	
46. Locate instructional materials	3.14	3	.371	
47. Select instructional materials	4.29 ₁	3	.232	
58. Prepare student activity schedule	3.77 ₁	3	.287	
70. Establish tutoring program	14.45	3	.002	OWE
96. Incorporate world of work into math	5.52	3	.138	
114. Implement program modifications	-	-	-	
119. Locate instructional materials for special needs	-	-	-	
120. Select instructional materials for special needs	-	-	-	
131. Adapt curriculum/instruction for special needs	-	-	-	+
IP/II TOTAL				
<u>II/CG - IMPLEMENTING INSTRUCTIONAL/</u>				
<u>COUNSELING AND GUIDANCE</u>				
14. Adjust program to suit student personalities	-	-	-	
68. Employ role-playing	7.44	3	.059	
71. Utilize problem-solving	6.07	3	.108	
II/CG TOTAL				

682

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Comparison of Vocational Education with OWE Teachers

9

by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
QM/II - <u>CLASSROOM MANAGEMENT/</u> <u>IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	4.57	3	.207	
CG/CL - <u>COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u>				
86. Involve family	1.64	3	.650	
AS/CL - <u>ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	11.65	3	.009	OWE
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	-	-	-	+
118. Use achievement test results for special needs	-	-	-	
II/CL/IP TOTAL				

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Comparison of Vocational Education with ONE Teachers
by Role Function Categories

Item and Role Function Category	χ^2	df	p	Higher Group
IP/II/Q1 - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>	12.68	3	.005	VOED
54. Group students				
CG/II/Q1 - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION</u> <u>CLASSROOM MANAGEMENT</u>	2.79	3	.425	
103. Devise problem-solving techniques				

¹ The item wording differed slightly for the two groups, but the item meaning was essentially the same.

² Dashes indicate that the item was not administered to both groups.

Comparison of Vocational Education with OWA Teachers

by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	6.96	3	.073	
16. Identify field trip sites	1.89	3	.595	
30. Develop local program objectives	7.55	3	.056	
31. Estimate time for unit	31.19	3	.000	VOED
32. Develop unit plan	19.81	3	.000	VOED
34. Organize career education unit	77.37	3	.000	OWA
37. Write behavioral objectives	9.64	3	.022	VOED
41. Incorporate business and industry	5.04	3	.169	
43. Develop course of study	66.94 ¹	3	.000	VOED
44. Organize weekly plan	10.93	3	.012	VOED
48. Contact reading resources	9.40	3	.024	OWA +
49. Construct lesson plan	23.67 ²	3	.000	VOED
121a. Develop VoEd materials for special needs	-	-	-	
121b. Develop VoEd materials for regular students	-	-	-	
124. Develop training plans for special needs	-	-	-	
130. Develop IEPs	-	-	-	
IP TOTAL				
CO - COORDINATION				
3. Research trends in business and industry	63.24	3	.000	VOED
3a. Survey trends in business and industry	-	-	-	
28. Conduct student follow-up studies	2.47	3	.481	
29. Conduct employer appreciation program	7.00	3	.072	
72. Construct procedure for job relocation	16.11	3	.001	VOED

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Comparison of Vocational Education with OWA Teachers

2

by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
CO - COORDINATION (Cont.)				
74. Identify entry level jobs in community	29.09	3	.000	VOED
78. Establish job placement policy	1.30	3	.730	
82. Develop student training plans	16.79	3	.001	VOED
82a. Facilitate school and employer training	-	-	-	
83. Inform employer of student progress	9.42	3	.024	OWA
84. Inform employers of responsibilities	21.53	3	.000	OWA
123. Identify entry level jobs for special needs	-	-	-	
CO TOTAL				
BF - BASIC EDUCATIONAL FOUNDATIONS/PREPARATION				*
4a. Establish plan for professional development	-	-	-	
II - IMPLEMENTING INSTRUCTION				
50. Give a lecture	159.37	3	.000	VOED
51. Present demonstration	109.70	3	.000	VOED
64. Operate A-V equipment	3.06	3	.383	
65. Implement team teaching	2.51	3	.474	
66. Stimulate learning thru brainstorming	4.29	3	.232	

691

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Comparison of Vocational Education with OWA Teachers
by Role Function Categories

3

Item and Role Function Category	X ²	df	P	Higher Group
<u>II - IMPLEMENTING INSTRUCTION</u>				
(Cont.)				
67. Employ oral questioning techniques	18.02	3	.000	VOED
69. Employ project method	27.87	3	.000	VOED
II TOTAL				
<u>EA - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	84.55	3	.000	OWA ⁺
13. Identify personality patterns	19.81	3	.000	OWA
27. Organize program review and evaluation	11.74 ¹	3	.008	VOED
33. Construct tests re: objectives	16.13	3	.001	VOED
38. Administer diagnostic tests	14.12	3	.003	OWA
59. Chart student progress	7.75	3	.051	
60. Identify emotional factors re: class	1.68	3	.642	
62. Determine effectiveness of instruction	11.93	3	.008	VOED
73. Evaluate progress at training station	9.14 ¹	3	.028	VOED
73a. Evaluate progress at learning center	-	-	-	
88. Identify emotional factors re: reading	28.69	3	.000	OWA
89. Identify intellectual factors re: reading	31.42	3	.000	OWA
90. Assess student reading level	47.02	3	.000	OWA
91. Diagnose reading problems	42.91	3	.000	OWA
94. Assess comprehension of math	7.72	3	.052	
95. Devise alternative grading methods	7.16	3	.067	

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Comparison of Vocational Education with OWA Teachers

4

by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
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EA - EVALUATION AND ASSESSMENT
(Cont.)

97. Evaluate student reading progress	54.05	3	.000	OWA
98. Identify physical factors re: reading	38.24	3	.000	OWA
99. Administer diagnostic reading tests	52.91	3	.000	OWA
100. Diagnose reading difficulties	56.60	3	.000	OWA
101. Identify educational factors re: reading	36.76	3	.000	OWA
102. Interpret vocational interest tests	11.61	3	.009	OWA
102a. Interpret psychological tests	-	-	-	
102b. Interpret educational tests	-	-	-	
111. Assess individual's ability to modify own behavior	18.83	3	.000	OWA
115. Construct tests re: objectives for special needs	-	-	-	+
116. Give diagnostic tests to special needs students	-	-	-	
125. Assess reading levels of special needs students	-	-	-	
128. Assess ability of special needs students	-	-	-	
132a. Assess psychomotor skills of special needs students	-	-	-	
132b. Assess psychomotor skills of regular students	-	-	-	

EA TOTAL

AS - ADMINISTRATION AND SUPERVISION

1. Estimate materials' cost	28.32	3	.000	VOED
4. Establish plan for in-service	1.03	3	.795	
5. Assist students in scheduling	84.41	3	.000	OWA
7. Organize advisory committee	98.18	3	.000	VOED

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Comparison of Vocational Education with OWA Teachers

5

by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				
17. Complete state reports	45.76	3	.000	OWA
18. Identify government guidelines	50.65	3	.000	OWA
19. Prepare a budget	12.04	3	.007	VOED
22. Establish transportation procedures	23.54	3	.000	OWA
45. Construct progress reporting system	2.35	3	.503	+
75. Develop process for student selection	11.13	3	.011	OWA
87. Inform school officials of responsibilities	26.87	3	.000	OWA
110. Identify requirements of vocational programs	13.84	3	.003	OWA
122. Develop methods for mainstreaming	-	-	-	
AS TOTAL				
<u>CG - COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	34.41	3	.000	OWA
57. Moderate discussion re: sensitive issues	14.51	3	.002	OWA
104. Identify drug abuse symptoms	3.56	3	.313	
105. Locate help for drug problems	6.19	3	.103	
106. Develop value clarification strategies	15.57	3	.001	OWA
107. Demonstrate awareness of sound counseling techniques	-	-	-	
107a. Use sound counseling techniques	-	-	-	
108. Inform students of scholarshipships	97.24	3	.000	VOED
109. Conduct orientation for programs	0.94	3	.817	

69.7

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Comparison of Vocational Education with OWA Teachers

6

by Role Function Categories

Item and Role Function Category	χ^2	df	p	Higher Group
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	34.99	3	.000	OWA
129. Direct special needs students	-	-	-	
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	27.45	3	.000	OWA
26. Coordinate with law enforcement	78.04	3	.000	OWA
76. Conduct home visitation	132.11	3	.000	OWA
77. Conduct parent conference	24.24	3	.000	OWA
80. Coordinate with participating schools	2.08	3	.556	
85. Inform parents of responsibilities	4.98	3	.173	+
113a. Conduct parent conference re: special students	-	-	-	
113b. Conduct parent conference re: regular students	-	-	-	
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	29.58	3	.000	OWA
20. Develop a filing system	3.33	3	.344	
21. Compile records	14.10	3	.003	OWA
61. Develop attendance recording system	6.60	3	.086	
RA TOTAL				

699

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Comparison of Vocational Education with OWA Teachers
by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
<u>CM - CLASSROOM MANAGEMENT</u>				
53. Design classroom physical plan	3.07	3	.381	VOED
55. Develop storage system	18.16	3	.000	VOED+
56. Develop work area cleaning schedule	76.34	3	.000	VOED
63. Utilize classroom facilities	14.05	3	.003	
CM TOTAL				
<u>EX - EXTRACURRICULAR ACTIVITIES</u>				
6. Organize club program	10.39	3	.016	VOED
<u>PR - PUBLIC RELATIONS</u>				
9. Develop presentation on philosophy and goals	8.60	3	.035	OWA
11. Publicize program in school	8.70	3	.034	VOED
12. Publicize program in community	21.57	3	.000	VOED
81. Develop public relations literature	5.04	3	.169	
PR TOTAL				
<u>UNIONS</u>				
<u>EA/IP - EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING</u>				
92. Prescribe remedial math	36.27	3	.000	OWA
93. Prescribe remedial reading	47.35	3	.000	OWA
126. Prescribe remedial math for special needs students	-	-	-	
127. Prescribe remedial reading for special needs	-	-	-	
EA/IP TOTAL				

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Comparison of Vocational Education with OWA Teachers

8

by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION				
2. Implement program modifications	8.29	3	.040	OWA
24. Arrange field experiences	3.06	3	.382	
35. Incorporate deductive thinking	11.58	3	.009	VOED
36. Incorporate inductive thinking	8.20	3	.042	VOED
39. Utilize diagnostic tests	24.36	3	.000	OWA
40. Utilize A-V aids	1.21	3	.751	
42. Utilize achievement test results	16.93	3	.001	OWA
46. Locate instructional materials	1.34	3	.720	
47. Select instructional materials	2.28	3	.516	
58. Prepare student activity schedule	9.76 ¹	3	.021	OWA
70. Establish tutoring program	49.23	3	.000	OWA
96. Incorporate world of work into math	8.81	3	.032	OWA ⁺
114. Implement program modifications	-	-	-	
119. Locate instructional materials for special needs	-	-	-	
120. Select instructional materials for special needs	-	-	-	
131. Adapt curriculum/instruction for special needs	-	-	-	
IP/II TOTAL				
II/CG - IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE				
14. Adjust program to suit student personalities	-	-	-	
68. Employ role-playing	7.80	3	.050	VOED
71. Utilize problem-solving	6.21	3	.102	
II/CG TOTAL				

703

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Comparison of Vocational Education with OWA Teachers

9

by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
OM/II - CLASSROOM MANAGEMENT/ <u>IMPLEMENTING INSTRUCTION</u>				*
23. Develop reinforcement techniques	12.25	3	.007	OWA
CG/CL - COUNSELING AND GUIDANCE/ <u>COLLABORATION AND LIAISON</u>				
86. Involve family	8.12	3	.044	OWA
AS/CL - ADMINISTRATION AND SUPERVISION/ <u>COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	37.65	3	.000	OWA
II/CG/IP - <u>IMPLEMENTING INSTRUCTION/ COUNSELING AND GUIDANCE/ INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	-	-	-	
118. Use achievement test results for special needs	-	-	-	
II/CL/IP TOTAL				

701

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Comparison of Vocational Education with OWA Teachers

10

by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
IP/II/QM - <u>INSTRUCTIONAL PLANNING/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>	14.55	3	.002	OWA
54. Group students				
CG/II/QM - <u>COUNSELING AND GUIDANCE/</u> <u>IMPLEMENTING INSTRUCTION/</u> <u>CLASSROOM MANAGEMENT</u>	5.16	3	.161	
103. Devise problem-solving techniques				

1 The item wording differed slightly for the two groups, but the item meaning was essentially the same.

2 Dashes indicate that the item was not administered to both groups.

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Comparison of Vocational Education with High School EMR Teachers
by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
IP - INSTRUCTIONAL PLANNING				
15. Identify resource people	2.28	3	.516	
16. Identify field trip sites	3.00	3	.392	VOED
30. Develop local program objectives	8.02	3	.046	
31. Estimate time for unit	38.95	3	.000	VOED
32. Develop unit plan	25.18	3	.000	VOED
34. Organize career education unit	19.46	3	.000	EMR
37. Write behavioral objectives	9.59	3	.022	VOED
41. Incorporate business and industry	9.69	3	.021	VOED
43. Develop course of study	2.96	3	.398	
44. Organize weekly plan	21.12	3	.000	VOED
48. Contact reading resources	3.55	3	.315	
49. Construct lesson plan	23.73	3	.000	VOED
121a. Develop VoEd materials for special needs	12.29	3	.007	EMR
121b. Develop VoEd materials for regular students	7.57	3	.056	
124. Develop training plans for special needs	10.65	3	.014	EMR
130. Develop IEPs	11.52	3	.009	EMR
IP TOTAL				
CO - COORDINATION				
3. Research trends in business and industry	58.91	3	.000	VOED
3a. Survey trends in business and industry	39.09	3	.000	VOED
28. Conduct student follow-up studies	0.91	3	.822	
29. Conduct employer appreciation program	0.23	3	.973	
72. Construct procedure for job relocation	18.18	3	.000	VOED
708				709

Comparison of Vocational Education with High School EMR Teachers

2

by Role Function Categories

Item and Role Function Category	X ²	df	P	Higher Group
<u>OO - COORDINATION (Cont.)</u>				
76. Identify entry level jobs in community	6.53	3	.088	
78. Establish job placement policy	2.54	3	.468	
82. Develop student training plans	10.31	3	.016	VOED
82a. Facilitate school and employer training	3.03	3	.386	
83. Inform employer of student progress	0.25	3	.970	
84. Inform employers of responsibilities	0.70	3	.873	+
123. Identify entry level jobs for special needs	6.96	3	.073	
OO TOTAL				
<u>87 - BASIC EDUCATIONAL FOUNDATIONS/PREPARATION</u>				
4a. Establish plan for professional development	11.37	3	.010	VOED
<u>II - IMPLEMENTING INSTRUCTION</u>				
50. Give a lecture	79.16	3	.000	VOED
51. Present demonstration	25.46	3	.000	VOED
64. Operate A-V equipment	14.62	3	.002	VOED
65. Implement team teaching	4.52	3	.210	
66. Stimulate learning thru brainstorming	2.44	3	.487	

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Item and Role Function Category	χ^2	df	P	Higher Group
<u>II - IMPLEMENTING INSTRUCTION</u> (Cont.)				
67. Employ oral questioning techniques	9.31	3	.025	VOED
69. Employ project method	16.48	3	.001	VOED
[1 TOTAL				
<u>III - EVALUATION AND ASSESSMENT</u>				
10. Identify learning disabilities	8.42	3	.038	EMR
13. Identify personality patterns	6.97	3	.073	
27. Organize program review and evaluation	0.50	3	.919	
33. Construct tests re: objectives	5.40	3	.145	
38. Administer diagnostic tests	14.55	3	.002	EMR
59. Chart student progress	2.11	3	.549	
60. Identify emotional factors re: class	3.22	3	.359	
62. Determine effectiveness of instruction	3.79	2	.151	
73. Evaluate progress at training station	21.12	3	.000	VOED
73a. Evaluate progress at learning center	18.66	3	.000	VOED
88. Identify emotional factors re: reading	16.11	3	.001	EMR
89. Identify intellectual factors re: reading	13.86	3	.003	EMR
90. Assess student reading level	11.28	3	.010	EMR
91. Diagnose reading problems	20.62	3	.000	EMR
94. Assess comprehension of math	11.66	3	.009	EMR
95. Devise alternative grading methods	3.34	3	.343	

Comparison of Vocational Education with High School EMR Teachers
by Role Function Categories

4

Item and Role Function Category	χ^2	df	P	Higher Group
<u>EA - EVALUATION AND ASSESSMENT</u> (Cont.)				
97. Evaluate student reading progress	27.60	3	.000	EMR
98. Identify physical factors re: reading	12.78	3	.005	EMR
99. Administer diagnostic reading tests	23.49	3	.000	EMR
100. Diagnose reading difficulties	24.29	3	.000	EMR
101. Identify educational factors re: reading	23.00	3	.000	EMR
102. Interpret vocational interest tests	6.24	3	.100	*
102a. Interpret psychological tests	24.31	3	.000	EMR
102b. Interpret educational tests	13.37	3	.004	EMR
111. Assess individual's ability to modify own behavior	4.52	3	.211	
115. Construct tests re: objectives for special needs	15.26	3	.002	EMR
116. Give diagnostic tests to special needs students	22.21	3	.000	EMR
125. Assess reading levels of special needs students	16.39	3	.001	EMR
128. Assess ability of special needs students	18.28	3	.000	EMR
132a. Assess psychomotor skills of special needs students	9.38	3	.025	EMR
132b. Assess psychomotor skills of regular students	6.81	3	.078	
EA TOTAL				
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
1. Estimate materials' cost	27.30	3	.000	VOED
4. Establish plan for in-service	5.03	3	.170	
5. Assist students in scheduling	14.41	3	.002	EMR
7. Organize advisory committee	58.75	3	.000	VOED

71.4

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Comparison of Vocational Education with High School EMR Teachers

5

by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
<u>AS - ADMINISTRATION AND SUPERVISION</u>				
(Cont.)				
17. Complete state reports	4.68	3	.197	
18. Identify government guidelines	2.87	3	.411	
19. Prepare a budget	12.99	3	.005	VOED
22. Establish transportation procedures	13.25	3	.004	VOED
45. Construct progress reporting system	3.85	3	.278	
75. Develop process for student selection	14.04	3	.003	VOED
87. Inform school officials of responsibilities	9.95	3	.019	EMR
110. Identify requirements of vocational programs	0.68	3	.879	
122. Develop methods for mainstreaming	22.97	3	.000	EMR
AS TOTAL				
<u>CG - COUNSELING AND GUIDANCE</u>				
52. Conduct student conference	0.83	3	.842	
57. Moderate discussion re: sensitive issues	7.93	3	.048	EMR
104. Identify drug abuse symptoms	3.49	3	.322	
105. Locate help for drug problems	7.06	3	.070	
106. Develop value clarification strategies	5.16	3	.161	
107. Demonstrate awareness of sound counseling	2.91	3	.406	
107a. Use sound counseling techniques	6.10	3	.107	
108. Inform students of scholarshipships	68.03	3	.000	VOED
109. Conduct orientation for programs	12.94	3	.005	VOED

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by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
<u>CG - COUNSELING AND GUIDANCE</u>				
(Cont.)				
112. Direct students into alternative programs	3.79	3	.286	
129. Direct special needs students	16.93	3	.001	EMR
CG TOTAL				
<u>CL - COLLABORATION AND LIAISON</u>				
25. Communicate subject goals	1.41	3	.703	+
26. Coordinate with law enforcement	10.80	3	.013	EMR
76. Conduct home visitation	6.45	3	.092	
77. Conduct parent conference	11.97	3	.008	EMR
80. Coordinate with participating schools	2.33	3	.506	
85. Inform parents of responsibilities	7.04	3	.071	+
113a. Conduct parent conference re: special students	16.66	3	.001	EMR
113b. Conduct parent conference re: regular students	4.59	3	.204	
CL TOTAL				
<u>RA - RECORDKEEPING AND ACCOUNTABILITY</u>				
8. Maintain data files for students	4.16	3	.245	
20. Develop a filing system	25.59	3	.000	VOED
21. Compile records	4.90	3	.180	
61. Develop attendance recording system	103.10	3	.000	VOED
RA TOTAL				

719

71S

455

by Role Function Categories

Item and Role Function Category	χ^2	df	p	Higher Group
<u>QM - CLASSROOM MANAGEMENT</u>				
53. Design classroom physical plan	1.72	3	.631	
55. Develop storage system	21.70	3	.000	VOED
56. Develop work area cleaning schedule	79.16	3	.000	VOED
63. Utilize classroom facilities	26.34	3	.000	VOED
QM TOTAL				
<u>EX - EXTRACURRICULAR ACTIVITIES</u>				
6. Organize club program	29.44	3	.000	VOED
<u>PR - PUBLIC RELATIONS</u>				
9. Develop presentation on philosophy and goals	1.09	3	.780	
11. Publicize program in school	11.57	3	.009	VOED
12. Publicize program in community	12.90	3	.005	VOED
81. Develop public relations literature	5.34	3	.149	
PR TOTAL				
<u>UNIONS</u>				
<u>EA/IP - EVALUATION AND ASSESSMENT/INSTRUCTIONAL PLANNING</u>				
92. Prescribe remedial math	22.08	3	.000	EMR
93. Prescribe remedial reading	24.17	3	.000	EMR
126. Prescribe remedial math for special needs students	20.54	3	.000	EMR
127. Prescribe remedial reading for special needs	19.96	3	.000	EMR
EA/IP TOTAL				

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Comparison of Vocational Education with High School EMR Teachers

8

by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
IP/II - INSTRUCTIONAL PLANNING/ IMPLEMENTING INSTRUCTION				
2. Implement program modifications	0.47	3	.926	
24. Arrange field experiences	3.71	3	.295	
35. Incorporate deductive thinking	2.54	3	.467	
36. Incorporate inductive thinking	3.69	3	.297	
39. Utilize diagnostic tests	20.28	3	.000	EMR
40. Utilize A-V aids	5.01	3	.171	
42. Utilize achievement test results	8.01	3	.046	EMR
46. Locate instructional materials	3.53	3	.317	
47. Select instructional materials	8.75	3	.033	VOED
58. Prepare student activity schedule	6.67	3	.083	
70. Establish tutoring program	5.56	3	.135	+
96. Incorporate world of work into math	13.28	3	.004	EMR
114. Implement program modifications	19.33	3	.000	EMR
119. Locate instructional materials for special needs	12.87	3	.005	EMR
120. Select instructional materials for special needs	15.40	3	.002	EMR
131. Adapt curriculum/instruction for special needs	22.82	3	.000	EMR
IP/II TOTAL				
II/CG - IMPLEMENTING INSTRUCTIONAL/ COUNSELING AND GUIDANCE				
14. Adjust program to suit student personalities	5.46	3	.141	
68. Employ role-playing	6.22	3	.102	
71. Utilize problem-solving	4.24	3	.237	
II/CG TOTAL				

723

722

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Comparison of Vocational Education with High School EMR Teachers

9

by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
<u>CM/II - CLASSROOM MANAGEMENT/</u> <u>IMPLEMENTING INSTRUCTION</u>				
23. Develop reinforcement techniques	3.76	3	.289	
<u>CG/CL - COUNSELING AND GUIDANCE/</u> <u>COLLABORATION AND LIAISON</u>				
86. Involve family	21.11	3	.000	EMR
<u>AS/CL - ADMINISTRATION AND SUPERVISION/</u> <u>COLLABORATION AND LIAISON</u>				
79. Conduct teacher conferences	6.66	3	.083	
<u>II/CG/IP - IMPLEMENTING INSTRUCTION/</u> <u>COUNSELING AND GUIDANCE/</u> <u>INSTRUCTIONAL PLANNING</u>				
117. Use diagnostic test results for special needs	20.61	3	.000	EMR
118. Use achievement test results for special needs	15.86	3	.001	EMR
II/CL/IP TOTAL				

725

724

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by Role Function Categories

Item and Role Function Category	χ^2	df	P	Higher Group
<u>IP/II/Q1 - INSTRUCTIONAL PLANNING/</u>				
<u>IMPLEMENTING INSTRUCTION/</u>				
<u>CLASSROOM MANAGEMENT</u>				
54. Group students	1.53	3	.676	
<u>CG/II/Q1 - COUNSELING AND GUIDANCE/</u>				
<u>IMPLEMENTING INSTRUCTION</u>				
<u>CLASSROOM MANAGEMENT</u>				
103. Devise problem-solving techniques	2.26	3	.520	

726

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Kent State Transition Competency Studies

APPENDIX J

KSU Bibliography:

Transition Studies

KSU BIBLIOGRAPHY:

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